



Allocation Committee
March 15, 2022

Summary and Data

This Summary

- Levy-wide performance highlights
- Quotes from grantee reports, illustrating performance
- Performance Data Appendix available



- When PCL staff presented 2020 Performance Data, staff asked AC for feedback on presentation.
- Main feedback from AC: want to hear what grantees say were their accomplishments.
- For this report, staff analyzed typical performance data (use in city budget process, required by Act authorized by voters), AND included quotes from grantee reports that highlight performance and accomplishments.
- Quotes from each PCL program area, and particular attention to programs not previously highlighted, or rarely, in PCL communications materials.

Overall Levy Goals

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



From Act that is included with Levy reauthorization by voters.

Main sections of this presentation/PCL performance data:

- Access to Services: Number of Children Served and Demographics
- Types of Service Activities Provided
- Child/Family attendance/participation in program services
- Program, Child/Family Outcomes
- Demographics of staff/board in Organizations receiving PCL grants

Service Access, Children Served: 2020-21

- 5,765 children served, 75% of goal in 5 program areas
- Pandemic impacts
 - Foster Care (74% of goal)
Ongoing challenges with referrals of children in DHS custody, especially for new programs funded in 2020
 - After School (54% of goal)
 - No in-person group programming for children in schools and community-based locations; difficult to engage groups virtually
 - Grantees focused on individual supports for children and families



- Performance data in this report focuses on large grants' data.
- Small grants not yet report b/c first 6 months operations.
- Met goals in CAPI, EC, H. Nearly met in M. A few large programs excluded from goal calculations due to closure or substantial operational impacts during pandemic.
- COVID impacts on numbers served: staff balancing work demands with pandemic impacts on wellbeing, staff out sick or caring for sick family members, clients out sick or caring for sick family members, ongoing challenges with virtual service delivery

Service Access, Children Served: 2020-21

- Over 95% families reporting income level had annual incomes 185% of Federal Poverty Level or less
- Over 80% children served identify as Black, Indigenous, and People of Color (BIPOC)
- 38% from homes with primary language not English
- 44% resided or attended school in East Portland
- Among grantees collecting children's disability status at time of enrollment, 10% of children served have a disability.



- Reaching Levy's priority populations
- Reaching populations disproportionately affected by pandemic
- Data from 70+ grants in PCL's 5 program areas: Early Childhood, Child Abuse Prevention/Intervention, Foster Care, Mentoring, After School (data on Hunger Relief reported separately; no quantitative data yet from small grants b/c only 6 months of funding in FY20-21).
- Programs were significant source of support for resources, family stability throughout pandemic

Mentor, College Possible

"I have seen the resiliency of my students every time I interact with them... The issue is not the youth's resiliency, but a society that requires them to constantly be resilient. This repeated reliance on their resiliency highlights the systemic, root problems that continue to negatively affect my students and many others like them when they deserve the best... I am inspired everyday knowing that they choose to fight for their place in a system not made for them."

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Program serves high school Juniors/Seniors, first generation to go to college, to prepare for and apply to college, and to complete college.

Service Activities

- Over 90% of grantees provided
 - live, virtual individual sessions and/or
 - live virtual group sessions
 - other contacts (phone calls, texts, social media contacts)
- 90% provided direct client assistance
- 89% provided resource connection/referral
- 79% provided educational activity kits



- Types of adaptations made by grantees, responsiveness to families served- preferences for how to be contacted, how frequently, needs identified, offering materials in kits/delivery for families to use during virtual services.
- Most grantees provided virtual services, plus client assistance, resource connection, activity kits
- Quotes on next page give specific examples of adaptations in virtual service delivery.

Staff, Youth, Rights and Justice

"The pandemic caused dramatic shifts in the way we work and forced us to adapt to seeing clients less frequently and remotely. We also had to rely heavily on foster parents to maintain connections with our clients, because we weren't able to see our clients at school any longer..."

"Our greatest accomplishment was our staff's ability to shift to meet the needs of our clients while also dealing with their own personal struggles related to the pandemic. The ability to ensure all of our clients were connecting to school and getting the supports they could during distance learning was the first priority."



Program provides educational legal advocacy for students in foster care system- assure public school accommodate their individual needs in accordance with law.

Staff, Impact NW Parent-Child Development Services

"We realized the difficulty behind children staying focused on the screen, so some playgroups became more parent-oriented... they check-in and hear from each other... Home visitors would bring opening questions that could facilitate conversations between parents around healthy practices or how to stay positive. Parents appreciated the space to talk....and to know that others were having the same experiences..."



Program provides child development and parenting support to families with children ages 5 and younger.

Participation in Services

Frequency

- Over 80% of grantees reported that children/families served participated in activities weekly or twice/week

Duration

- Over 70% of grantees reported that each activity attended by children/families lasted 45 minutes- over an hour.

Length of Enrollment

- Over 70% of grantees reported clients remaining enrolled in programs for 6 months or longer



- Most programs had consistent, individual contact with families weekly for over 45 minutes- hours, and provided that level of connection over 6 months during the year.
- Quotes on next slide illustrate how children, youth, families experienced participation in virtual services.

Parent, Latino Network Studio Latino

"[My daughter] loved the class and we appreciate all the projects....it has been the light in the darkness during these Pandemic times.

[She] waits with excitement to begin her Mondays with your class; it has been her motivation to attend school, and it has been a great help for me to continue giving her happy moments ."



Program provides after school arts program featuring Latino artists working with students.

This quote is from a parent in family who had lost two members to COVID during the school year.

Student, BRAVO Youth Orchestra

"What's BRAVO like during a pandemic?....

BRAVO has always been a place for community and that feels a little different virtually. I know a lot of us are used to spending time together everyday not just as peers but as friends and being the last people we see before the weekends.

Even though we are all going through something different during this pandemic, BRAVO is always going to be a place where we can forget everything and focus on something we love."



Program provides youth orchestra education to students in North Portland and with limited access to music education and instruments; quote from youth in 9th grade Roosevelt HS student completing her 6th year in BRAVO.

Staff, Ethiopian & Eritrean Resource and Cultural Center (EECRC)

"The families have been isolated for months already and were having difficulty accessing COVID information, food and supplies as well as feeling overwhelmed with fear and helplessness in not being able to help their children's online schooling. It was imperative to start the program with teaching them the technological aspect of using their laptops for online schooling, how to access and share their screens, complete assignments and turn them in on time, and to communicate with their teachers for help or questions.

Since most of them arrived in the U.S. recently, the online education system was an additional hurdle to the already challenging times they were facing... Parents felt better knowing that they have a mentor / tutor who helps them navigate the school system and keep the youth focused."



- Small grants- no quantitative data in this report from those grantees b/c only 6 months of grant in FY20-21.
- Instead, included some quotes from their reports to help illustrate programming during first 6 months of PCL grant.






Outcome Goals

- Programs met nearly 70% of their outcome goals.
- Outcomes vary by program model, intensity of services offered and used, population served.
- Among programs tracking similar outcomes, results reported only for participants that completed outcome measurement tools.
- Continued challenges with data collection for outcomes using school-related data



- Many programs continued tracking outcomes.
- Some programs, especially after school and mentoring, had fewer outcomes reported due to challenges with school district data during pandemic. Typically, PCL works with Multnomah Educational School District to get school attendance and school suspension/expulsion data on students served. School data during FY20-21 mostly virtual school year did not track these data similarly to past years, making it difficult to analyze or compare to past year or other contexts.
- PCL opted to not pursue those data for this year since they would have minimal context and wanted to lessen reporting/tracking burden on grantees, especially since school data would have limited meaning/use.

Outcome Goals

Program Area	Results for some Common Outcomes
 Early Childhood	87% of children met expected developmental milestones. <i>11 of 16 programs, 404/466 children</i>
 Child Abuse Prev. & Interv.	87% of parents/caregivers met parenting outcomes. <i>10 of 15 programs, 280/321 parents/caregivers</i>
 Foster Care	69% of children & youth met academic goals. <i>2 of 12 programs, 29/42 children and youth</i>
 After School	91 % of children & youth met youth development outcomes. <i>9 of 21 programs, 543/615 children and youth</i>
 Mentoring	92% of youth met school engagement outcomes. <i>5 of 8 programs, 328/356 children and youth</i>

- Data in each program area where similar types of programs track & report similar types of outcomes.
- Results similar to past years- for outcomes reported, children/families having positive results similar to past PCL outcome data reported.
- Quotes on next 2 slides illustrate accomplishments behind some outcomes- for example school engagement goals for a program, youth-led goals with incentive system; family stability support that programs offer while also working on parenting goals.

Staff, Camp Fire Columbia

“A student in the 6th grade program at George Middle School saw some awesome success with his yearly Goal Map....[U]sing the goal map incentives, this student worked toward a dream to become a film director, and bought himself a video camera to make higher quality home videos... He recorded a video to share about how the incentive goals worked for him at Camp Fire...”



- Program serves middle school students with individual/group mentoring, focused on positive school engagement.

Staff, Lutheran Community Services NW

“What we have accomplished is that our collective voice of pain and resiliency is stronger than it was when this program started approximately a year ago.... During this unprecedented time of pandemic & social unrest, our community partners, Refugee Care Collective, mentors and volunteers, have provided client assistance in form of food, cleaning supplies, rental assistance, laptop computers, and even a car when one of our clients’ car was vandalized and rendered inoperable, right in front of their apartment.”



Program serves immigrants and refugee families from Africa including Rwanda, Kenya, Tanzania, Uganda, Democratic Republic of Congo, Eritrea, Ethiopia and from Burma. Program provides parenting support to families.

Hunger Relief Programs

- Served over 20,000 children, double FY21 goals
- Distributed over 4 million pounds of food, exceeding goals by 30%
- Distributed food at 43 community locations
- Delivered over 220,000 prepared meals to more than 1500 people (children & caregivers)
- Provided over 200 classes & workshops, and 5,000 kits, for cooking, gardening, and nutrition/wellness



- 11 hunger relief programs, varied services: mainly weekly emergency food pick-up/delivery; weekly prepared meals only, or education in gardens, virtual workshops, with cooking kits, nutrition/food equity education
- Over 400,000 people = sum of all people counted at each distribution that occurred during FY20-21; where person came once or multiple times.
- Quote on next slide highlights how programs provided cooking/nutrition activity kits/education along with food.

Staff, Growing Gardens

“... [W]e developed and implemented classes in Spanish at the two schools with Spanish immersion programs.... [O]ne of the Youth Grow staff who is from Mexico taught lessons on the cultural and ecological practice of growing the “Three Sisters” (beans, squash and corn). She showed students the diversity of corn grown in Mexico, demonstrated the process of nixtamalization, milling and making tortillas. Students received take-home kits with materials to make tortillas at home (masa, a plastic circle and recipe card) so that they could follow along.

She shared that, although some students had parents from Mexico, most students had never understood the process of making tortillas and they were excited to learn about it (and taste it!)”



Program provides gardening education at school sites with school-age youth and offers garden-grown food to families.

Community Childcare Initiative (CCI)

Served 249 children, exceeded goal of 200

- 53% identify as children of color, 31% white, 16% not reported
- 44 providers participating (30 centers, 14 family childcare providers)

CCI aligned with state childcare policies

- State subsidy for families increased income eligibility (250%)
- CCI covered gap between state subsidy reimbursement (75% of “market rate of care”) and childcare provider’s actual fees, assuring families’ childcare costs *fully covered*



Additional context about families participating in CCI:

- Monthly median income of families in CCI: \$2600
- Monthly median cost of childcare for families in CCI, before subsidy: \$1400
- Monthly median ERDC subsidy: \$1000, monthly median CCI subsidy: \$400

Staff, Community Childcare Initiative

“CCI continues to fill the gaps for Portland families that state systems don’t cover. CCI... recogniz[es] that high copays are not affordable to low-income families....CCI is also the only program that pays programs their actual rates.... This has given providers’ confidence to accept families receiving subsid[ies]... [and] continue to pay staff and operate high quality more consistently.”

Organization Demographics

- New this year in response to community engagement recommendations
- 43 of 51 grantee organizations reported race/ethnicity of all clients, direct service and management staff, and board of directors
- 53% of organizations served majority BIPOC
- 47% had majority BIPOC direct service staff
- 43% had majority BIPOC management staff
- 35% had majority BIPOC boards of directors



- Data new this year- most grantees reported it.
- Community Engagement priority that staff serving families reflect the cultural identity/backgrounds of families they serve, and that organizations are managed/led by people who reflect their clients' cultural identity/background.
- Similar to data requested in PCL grant applications.
- PCL will track/report data annually.
- Quotes on the next 2 slides highlight organization's staffing demographics as responsive to the clients they serve and how that impacts clients experiences.

Staff, IRCO SUN Program

“Ventura Park SUN is really proud of the parents hired as SUN staff and ...[their] transform[ation] into leaders within the school community. This year the SUN Site Manager connected with a family because they were ... in need of ... employment. SUN...hired and trained this [parent] to support with outreach to Spanish speaking families. This [parent] also supported with the driving/delivery of activity kits for virtual learning, and with ... Hunger Relief activities.

In building a relationship with this parent, they revealed they loved to garden! The SUN program created a virtual SUN gardening class which this parent led and did an amazing job. Students LOVED this class.”



- This quote highlights how organizations continue to consider their hiring in response to children and families they serve, and how that responsiveness affects children’s and families’ experiences in the program.
- Program typically provides classroom-based after school activities; it pivoted in the pandemic to bring activity kits and virtual programming, plus food and other resources to families.

Staff, Brown Girls Rise

“Stress from the pandemic and racism continue to have a significant impact on our leadership team. This can cause a need for time off or symptoms of burn out which make the work difficult. In addition, though we are very excited to have completed the process of becoming a non-profit, this took up a lot of capacity during this grant period.

Despite these challenges, our programming in 2021 has attracted record numbers of youth. We attribute this to our radical new structure developed by our young Black leaders in 2020.”



- This quote is from a Small Grants partner- helping illustrate the pandemic's impact on organizations and their staff.
- Program provides mentoring to non-white girls and non-binary femmes, and PCL funds helped create a youth leadership cohort to guide the program's activities and offerings.

Staff, Our Village Gardens

“When the pandemic hit and so many things were unknown, we were faced with the question of whether to scale back and prepare ourselves for a potentially hard year OR to double down on our commitment to meet the needs of our staff and community. We chose to give raises to all our staff, to maintain their current scheduled hours..., and to launch new programs to meet the needs of the community who were social distancing (grocery delivery).

This decision allowed us to thrive as a community at a time when so much was against us. We came to rely on each other and at the end of every day the health and wellbeing of our community was the priority.

For myself as a leader, this was an invaluable lesson. That in difficult times, rather than scale back and prepare for any number of unknowns, the right thing to do is to take care of people.”



- End with this quote- how partners viewed the challenges they faced as organizations and how they chose to respond based on their values.
- PCL support to organizations during pandemic provided stability for staff in the organizations, in addition to clients they serve; promoted resilience in the child/youth-serving non-profit sector in Portland.



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Mid-Year Progress Report

FY22 Mid-Year Progress

- **Service Goals:** 70% of programs are on track to meet annual goals for number of people served
- **Service Delivery:**
 - 62% of programs both virtually and in-person
 - 26% in-person only
 - 12% virtually only
- **Service Participation:** Nearly all grantees are tracking participant attendance in programming
- **Outcome Data Tracking:** Nearly all grantees are tracking at least some outcome data



- Grantees report at midyear (July thru December of fiscal year) progress toward meeting contract goals for number of people service and level of service provided, and whether they are tracking data on participant outcomes for annual reporting. This information is aggregated from grantees' written midyear reports and follow up conversations between PCL and grantee program staff. Program area with most grantees on track to meet contract goals for number of people served is Child Abuse Prevention/Intervention; mentoring, foster care and after school have had more challenges in making progress toward meeting contract goals set for non-pandemic service delivery.
- Majority of programs using mixed virtual and in-person program delivery methods. Hunger relief and after school programs have the highest concentration of in-person only service delivery.
- For the most part grantees will be able to report participant attendance in programming as compared to participation goals set in grant agreements.
- Nearly all grantees are gathering data on at least some outcomes; however, nearly half reported significant data collection challenges including difficulty getting participants to complete surveys where programs or program components are delivered only virtually, difficulty in doing assessments at the

appropriate points in time due to illness of participants or staff, or due to turnover/vacancy in staff positions.

FY22 Program Implementation Themes

Ongoing Pandemic Effects

- Staffing challenges (hiring, retention, staff illness)
- Illness of staff, youth, family members impacted program capacity and continuity of service delivery
- Difficult to recruit volunteers
- Reduced capacity due to COVID guidelines for in-person programming
- Mental health challenges and effects of community violence on program staff and participants



- The number one challenge and frustration noted by grantees in all program areas was staffing. Programs have struggled to fill open positions – particularly positions that called for in person program delivery.
- There has been significant turnover in program staff leading to interim vacancies that overburden remaining staff and interruptions and changes to service delivery when there is no staff person to work with youth/parents.
- Illness of staff or their families, deaths in families, illness and death in populations served have also caused service interruptions and lowered program capacity.
- Programs that depend on volunteers struggled to recruit volunteers for in-person work – particularly in mentoring and hunger relief.
- Programs delivering services in person sometimes had to limit number of people served b/c of COVID requirements and/or had limited space available for program delivery due to other activities operating in relevant space.
- The high toll of the pandemic on mental health of youth, families and staff, particularly people from communities disproportionately impacted by COVID, has continued. In addition, violence in our community is impacting youth, families and program staff profoundly. Many grantees noted increased fighting incidents in schools, murders of students and their family members and the effects of those traumas on school and program communities.

FY22 Program Implementation Themes

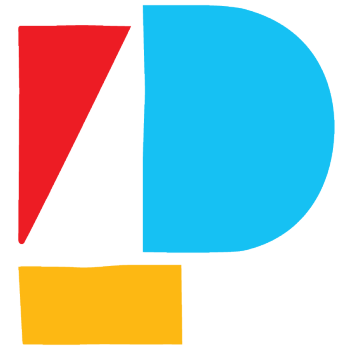
- **Child Abuse Prev/Interv & Foster Care:** virtual program delivery allowed programs to reach more parents and parents to attend more frequently
- **After School:** recruitment and service delivery at school sites impacted by school staff shortages; programs that stayed virtual only struggled with recruitment/ engagement
- **Mentoring:** many programs increased 1:1 services and decreased group services
- **Hunger Relief:** most school pantries remained outdoors which created ongoing logistical challenges
- **Early Childhood:** challenges with completing developmental screening in virtual home visits



- Child abuse prevention/intervention and Foster Care: Programs providing group services to parents virtually often found that parents preferred virtual services and were able to attend more regularly because there was no need for transportation time, and no arrangements for childcare required.
- After School: School based programs noted a range of difficulties returning to in person programming including no school wide recruitment events, limited number of programs allowed at each sites, last minute changes and information from schools that don't allow programs time to hire and get clearance for staff to work on-site, acute school staffing shortages that leave partners unable to communicate with after school providers/staff.
- After School: programs that stayed virtual only struggled to recruit and engage youth: outreach for new students is difficult, timing issues with need to come home and get online, options for more in person activities compete for attention
- Hunger Relief: logistical challenges included school COVID policies that affected pantry services and how they could be delivered, competition for space at sites, lack of access to indoor food storage at schools, and weather
- Early Childhood: Completing the Ages and Stages developmental screening has remained difficult in virtual settings; families don't always have necessary supplies ready, difficult to keep child on the screen through the entire assessment; families



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**Allocation Committee
March 15th, 2022
Update: Community Council**

Charge of the Community Council

- Advise Levy staff and Allocation Committee on the design and implementation of future funding rounds in all program areas.
- Participate in funding recommendations presented to the Allocation Committee.

Timeline and Next Steps

Timeline	Activity
February	Founding documents submitted to Office of Civic Life on in February. Application Portal opened Feb 22 nd .
March 17th and 31st	Virtual Information Sessions
Early to Mid-April	Community Council Applications due
Mid-April to Mid-May	Workgroup reviews applications & develops options for the Allocation Committee
Mid-May- early June	Staff meetings with individual Allocation Committee members to discuss workgroup group recommendations
June 14th	Allocation Committee meets to vote on final selection
Mid-Late June	Notification and welcome materials sent to new Community Council members
July-September	Orientation & Training begin. Timing TBD based on Community Engagement hiring and onboarding process.

Financial Update

- **Improved Revenue Forecast**

- **January 2021 Forecast:** Projected \$3.9 million revenue decline for 3-year grant period
- **January 2022 Forecast:** Projected \$1.6 million revenue decline for 3-year grant period.

- Lower than projected grant spending during pandemic and fund balance mean PCL can fulfill current 3-year grant commitments.
- PCL will likely have sufficient revenue to maintain consistent funding levels for 2-year renewal grants.