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Levy Performance FY23
Allocation Committee
March 11, 2024

Summary and Data

- Levy-wide performance highlights
- Quotes from grantees and photos
- Performance Data Appendix available

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These slides present a summary of Levy performance highlights for July 1, 2022- June 30, 2023.
- For this report, staff analyzed typical Levy performance data (used in city budget process, required by Act authorized by voters), AND included quotes and photos from grantee staff or children/families served that highlight performance and accomplishments.
- Thank you to PCL grantee partners for their work with annual reports. The data and narrative they report to PCL makes this performance summary possible.
- Detailed data by program area in Data Appendix available on PCL website: www.portlandchildrenslevy.org
- Last year, Allocation Committee members read the quotes as part of this presentation; PCL staff will ask AC members for that participation again in this meeting.

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.
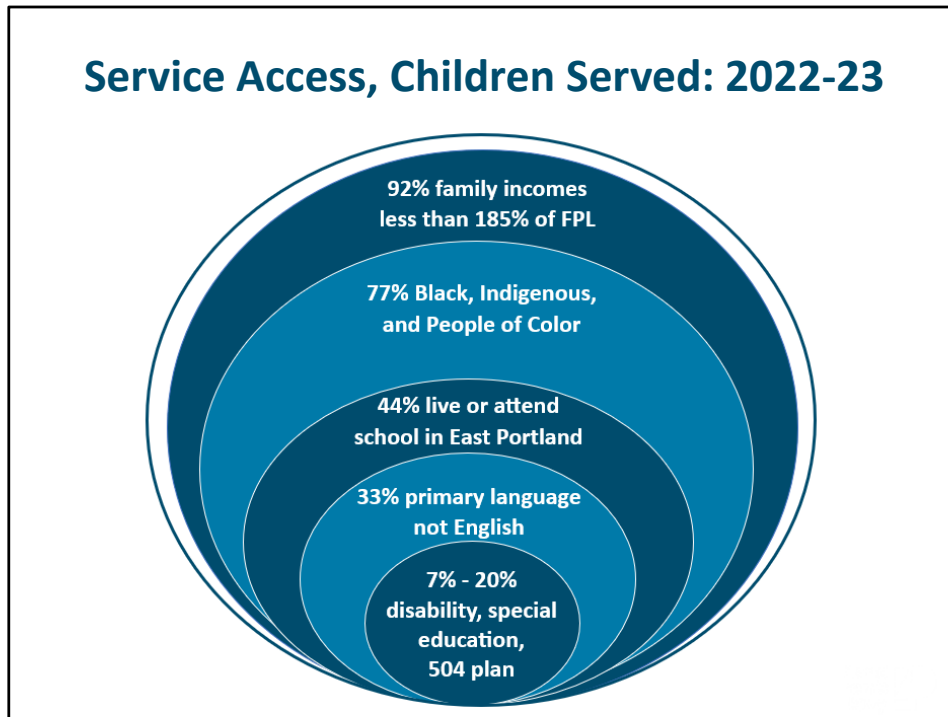
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- Goals come from the Act that is included with Levy reauthorization by voters.
- Main sections of this presentation/PCL performance data:
    - Access to Services: Number of Children Served and Demographics
    - Amount/Types of Service Activities 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: 2022-23

- 9,614 participants served
- 99.6% of goal in 5 program areas
- Each program area reached 90% or more of goal
- Most programs reached pre-pandemic goals for number of people served
- Improvement compared to FY22 (93% of goal)

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- These data aggregated from 77 grants in 5 program areas- Early Childhood, Child Abuse Prevention & Intervention, Foster Care, After School, Mentoring
- All offering primarily relationship-based programming over time
- Includes Small Grants Fund (6 of 7 grantees in those 5 program areas)
- Compared to FY22, programs essentially reached the number of people they had planned to serve pre-pandemic
- Exceeded goals in Child Abuse Prevention & Interv., Early Childhood, Small Grants Fund. Nearly met in Mentoring and Foster Care. In After School, met 95% of goals compared to 80% last year.
- Most programs met their goals for number of children or parents/caregivers to serve.
- Hunger relief is discussed separately in this report due the unique nature of services

Service Access, Children Served: 2022-23

92% family incomes less than 185% of FPL

77% Black, Indigenous, and People of Color

44% live or attend school in East Portland

33% primary language not English

7% - 20% disability, special education, 504 plan

- Reaching Levy's priority populations
- Reaching populations disproportionately affected by racial inequities
- Data similar to past years
- Data from 77 grants in PCL's 5 program areas: Early Childhood, Child Abuse Prevention/Intervention, Foster Care, Mentoring, After School and including small grants.
- 92% of children served from families with incomes at 185% of the federal poverty level or less (Note for FY22-23: 185% of FPL = $55k for family of 4 while area median income for Portland at that time was 2x greater at $106k for a family of 4.)
- 77% identified as Black, Indigenous and People of Color
- 44% live or attend school in East Portland
- 33% speak a primary language at home other than English (over 50 languages reported by grantees);
- 7% had a disability according to data from PCL grantees provided on demographic data reports to PCL, but many programs didn't collect information on the disability status of children/youth served. PCL worked with grantee partners and Multnomah Education School District to report special education and Section 504 plan status of students participating in afterschool and mentoring programs. MESD data helps PCL better understand whether/how PCL programs reach children/youth with disabilities. Those data indicated 20% of children served in After School and Mentoring programs qualified for special education or a 504 plan.

Service Activities

- Goals for amount of services offered to children/families (such as home visits, after-school classes, group mentoring sessions, etc.)

- Grantee partners met 75% of service activity goals, up from 59% last year

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- Grant agreements have service activity goals for the amount of service a program will offer to children/families.
- Service activity goal example: offering twenty 1-hour group mentoring sessions during the year; providing an after-school class that is 12 sessions, each 1.5 hours long
- Service activity goals help PCL staff understand: Did the staff/program implement the activities as planned?
- In FY23 grantees met 75% of service activity goals, compared to 59% in FY22
- Factor most affecting unmet goals was staffing vacancies

NAYA, Mentoring Program

"I'm the first in my family to go to college, and I'm in high school. I didn't think I'd be going to college before I even graduate!"

-student participant

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This quote illustrates a service activity and demonstrates how programs offer opportunities, particularly to Black, Indigenous, and Youth of Color that inspire and support them to pursue post-secondary goals and achieve program outcomes.

In this photo, students from NAYA's mentoring program visit Portland Community College. They learn about its programming to help high school students earn college credits toward career goals.

One person in NAYA's mentoring program, quoted on the slide, later enrolled in an education course at PCC to work toward their goal of becoming an early childhood teacher.

Program Participation/Attendance

- Amount of service to attend/complete to achieve outcomes
- Percent of participants who complete amount of service

Pre-Pandemic	75%
FY23	66%
FY22	62%

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- Grant agreements include participation goals for children/youth/families
- Participation goal examples: completing 6 months of enrollment in the program and attending at least 12 group sessions in that time; or attending 8 classes out of the 12 offered
- Participation goals help PCL staff understand how much of the service offered youth/families actually attended.
- FY23 children/youth/caregiver served met 66% of participation/attendance goals, up from 62% in FY22.
- Rate is increasing toward pre-pandemic rates; typically, 75% - 80% of participants met program participation goals
- Staffing vacancies and illness of staff/children/families had most impact on missed participation goals

Janus Youth, SEEDS Program

"We help them maneuver the job field, find apartments, order new Social Security cards and get licenses. A lot of these young parents and parents-to-be are looking for connection. As much as we help with supplies and resources, we also offer social-emotional support."

-Yaz, home visitor

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This quote illustrates the additional support, coordination, and care that grantee programs offer children and families as part of their programming activities. These types of support help keep families participating in programs over time, leading to positive outcomes.

In this photo, staff at Janus Youth SEEDS – a child abuse prevention and intervention program – sort supplies offered to families they serve.

Outcome Goals

- Programs met 75% of their outcome goals, up from 71% last year
- Rate closer to typical, pre-pandemic rate, 75% - 80%.
- Outcomes vary by program model, intensity of services offered, population served.
- Among programs tracking similar outcomes, results are reported only for participants that completed outcome measurement tools.

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- Grantees have outcome goals in their grant agreements.
- Service Activity Goals + Participation Goals= Outcomes (what is offered to children/families, how much they attend/participate, produces outcomes such as changes in knowledge, attitudes, behavior)
- Outcome goal examples: 90% of youth will demonstrate positive school engagement; 85% of parents will demonstrate/increase positive parenting practices
- Most programs were able to collect data to track and report on most outcomes goals, compared to previous years with pandemic-related service disruptions
- Across all grantees, 233 outcome goals tracked- met 75% of those goals
- FY23 rate similar to PCL past rates, pre-pandemic; typically 75%-80% of outcome goals
- Following slides report outcomes tracked and reported across groups of programs that offer similar services and measure similar outcomes for those services. Results are only reported on clients who reached program attendance/participation goals and who complete outcome measurement tools.

Outcome Goals

Program Area	Results for some Common Outcomes
Early Childhood	88% of children met expected developmental milestones. *12 of 16 programs, 353/403 children*
Early Childhood	97% of children not on track with developmental milestone(s) referred for additional support. *12 of 16 programs, 67/69 children*
Early Childhood	92% of parents/caregivers met parenting goals. *11 of 16 programs, 183/198 parents*
Child Abuse Prev. & Interv.	89% of parents met parenting practice goals. *7/14 programs, 170/192 parents*
Child Abuse Prev. & Interv.	85% of parents reported increased safety and stability. *10/14 programs, 272/319 parents*

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- Data in each program area where similar types of programs track & report similar types of outcomes.
- Table shows number of grantees in program area that track/report that outcome, out of the total number of grantees in that program area.
- Of those that track/report the outcome, the table shows the number of children/youth/caregivers assessed for the outcome, and the number and percent that met the outcome.
- Results similar to past years- for outcomes reported, children/families experienced positive results similar to past PCL outcome data reported.
- Compared to last year, the number of clients assessed for some outcomes is slightly higher

Boys & Girls Aid Society, Permanency Program

"[The Permanency Specialist] always let [the child] be in control of the conversation and their recollection of past events. He let them "call the shots" and determine what they wanted to do or say. He did a great job of quickly building rapport with them. He was perhaps the first adoption-related adult that they trusted in and confided in."

-parent of youth adopted from foster care

This quote from a PCL foster care grantee, demonstrates the importance of how PCL-funded programs build relationships with children and youth. Relationship-building is hard to measure/represent in the types of quantitative data that PCL collects from grantees, and it is crucial to children's experiences in the programs. Relationships are ultimately the foundation for programs- they are a leading factor in how well children/youth participate in programs and reach program outcomes.

Outcome Goals

Program Area	Results for some Common Outcomes
Foster Care	93% of youth met academic goals. *4/10 programs, 113/122 youth*
Foster Care	91% of youth met positive youth development goals. *4/10 programs, 81/89 youth*
After School	90% of children & youth met youth development outcomes. *11 of 20 programs, 1,057/1,179 children and youth*
Mentoring	90% of youth met school engagement outcomes. *4 of 8 programs, 225/251 children and youth*
Small Grants	88% of youth met academic goals. *2 of 6 programs, 37/42 youth*

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Outcomes for School-Aged Youth

Outcome	% met outcome 2022-23	% met outcome 2021-22	% met outcome 2018-19
Youth attend 90% of school days	62%	61%	82%
Youth have no behavior referrals for suspension or expulsion	91%	75%	90%
9th – 11th grade students earn 6 credits	76%	74%	78%
High school seniors graduate	76%	56%	79%

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- PCL works with grantee partners, Multnomah Education Service District and local school districts to look at school-related outcome data on participants in PCL after school and mentoring programs.
- Aggregate data on PCL program participants in afterschool and mentoring programs is provided by the Multnomah Education Service District and released by school districts to PCL.
- Only students who meet program participation goals are included in the data represented here.
- Table on slide compares rates from the last full school year before the pandemic on the far column, to the past 2 school years, focusing on students served in PCL-funded after-school and mentoring programs.
- School-related outcomes improved from last year FY22.
- For some outcomes, rates in FY23 are similar to pre-pandemic results shown in the far right column.
- For attendance where rates have not returned to pre-pandemic rates, it's important to know that in 2022-23 school year, children/youth still had to stay home from school when sick include for 5 or more days when sick with COVID-19. The attendance rates on this slide include absences due to illness. In addition, the pandemic continues to impact the overall mental health of children/youth and their school attendance.

Oregon MESA, After School Program

"MESA gives us the amazing opportunity to help support those in our communities who need it most."

-student participant

This quote illustrates the successful accomplishment of students at Parkrose High School whose Climate Mitigator invention won a statewide competition.

The Visionaries team's invention is a multi-purpose clothes drying tool to combat climate-related disasters, and also help unhoused community members. The idea came from conversations with Blanchet House staff. The invention features a drying chamber and a shelf to hang clothes and can also be used as a cooling fan in the summer.

- 15,000 individual children served
- 12 hunger relief programs, varied services across different programs:
  - weekly emergency food pick-up/delivery
  - weekly prepared meals only
  - education in gardens
  - virtual and in-person workshops or classes, with cooking kits, nutrition/food equity education
- Slightly under goal for pounds of food due to short staffing at several school food pantries in FY23; those sites had fewer days open for distribution so overall number of pounds of food distributed was lower than projected.
- Distribution locations include schools, parks, community-based organizations, and affordable housing communities

MFS, Hunger Relief Services

"People are very excited, like 'Wow, you have this vegetable! Some people last ate it 10 years ago. It makes them feel like they're at home."

-Maxi, volunteer

This quote illustrates the importance of food pantries offering culturally relevant, high-quality food to shoppers.

In this photo, Maxi, a volunteer at MFS's Parklane Elementary School food pantry pictured on the left, helps a family receive fresh produce at the pantry.

Maxi's children attend Parklane, and she herself has been a pantry client in the past. She donates vegetables she grows on her half-acre farm and especially enjoys growing vegetables from her native Mexico, like quelites, papalo, epazote and pipicha, which are difficult to find in Portland or are expensive.

Community Childcare Initiative

Served 298 children, exceeded goal of 200
- 65% identify as Black, Indigenous, and People of Color; 28% white, 7% not reported
- 82 providers participating (49 centers, 33 family childcare providers)

CCI aligned with state childcare policies
- CCI covered gap between state reimbursement for childcare cost (75% of "market rate") and childcare provider's actual fees, ensures families' costs for quality care are *fully covered*

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- Community Childcare Initiative is a "special initiative" of the Levy; addresses program areas of Early Childhood and After School
- Provides subsidy to assure working families with low incomes, and children 6 weeks to 12 years old can afford/access high-quality childcare
- Compliments state's Employment Related Day Care subsidy (ERDC) by helping families choose high quality care, cover its full cost, especially covering the gap between what state subsidy buys and actual childcare provider fees/charges.
- Covering that gap helps childcare providers cover true business costs of care, especially important for pandemic recovery where many childcare providers closed and staff vacancies were difficult to fill
- CCI is reaching the levy's priority population

- Additional context about families participating in CCI:
- Families earning 250% of FPL are eligible to participate in ERDC and CCI (note 250% of FPL in FY23 was $75k for a family of 4)
- Monthly median income of families in CCI: $3482
- Monthly median cost of childcare for families in CCI, before subsidy: $1558
- Monthly median ERDC subsidy: $850, monthly median CCI subsidy: $525

Community Childcare Initiative

"It stabilizes care for children and families. Because of the funding, families are not forced out of their childcare when the cost of care rises. This creates a continuity of care that's crucial to children's emotional wellbeing and success going into kindergarten."

- Shannon Aden, owner of Shannon's Child Care & Preschool, a CCI provider

This quote illustrates the how important childcare subsidies are to helping families access and keep their children in high quality, consistent care. It ensures childcare providers are paid for their full costs of care.

In this photo, two young children do art activities together at a small table.

Grantee Organization Demographics

- 42 of 51 grantee organizations reported race/ethnicity of all clients, direct service and management staff, and board of directors
- 64% of organizations served majority BIPOC clients
- 52% had majority BIPOC direct service staff
- 57% had majority BIPOC management staff
- 38% had majority BIPOC boards of directors

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- Community Engagement in advance of the 2019-20 funding round prioritized PCL fund organizations with staff who reflect the cultural identity/backgrounds of families they serve, and that organizations are managed/led by people who reflect their clients' cultural identity/background.
- PCL asked organizations' demographic data during the 2019-20 application process, and as part of grantees' annual reporting.
- Data from 9 organizations are excluded:
    - 4 organizations submitted incomplete data.
    - 3 school districts/community colleges and numerous factors influence which clients they serve, the staff they hire/retain, and the people who serve on their boards.
    - One organization serves clients statewide and the number of clients it served is nearly double the number served by all other organizations
    - One organization ended their grant before the end of the fiscal year and did not report this data.

Data suggest the majority of PCL's grantee organizations have majority Black, Indigenous, and People of Color clients, direct service staff, and management staff.

Latino Network, Juntos Aprendemos

"At this time, we are heavily focused on the continued professional development and growth of our staff... 99% of Juntos Aprendemos staff were at one point participants of our program. Through our grassroots leadership development... we have been able to open some pathways and create opportunities for staff growth, however it does take a lot of time and dedication to do this and more capacity is needed to continue to develop the workforce within our department as well as in the early childhood field."

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- Quote from a year-end report from an early childhood program
- Illustrates how intentional organizations are in building diverse workforce from the communities they serve. This quote also shows how PCL grantee partners face challenges with staffing and how their solutions not only build a culturally relevant workforce for their programs but also support community development.