

APPENDIX A

Community Engagement Activities



**Portland Children's Levy
Community Engagement**

Evaluation Report | April 2019

	List of Community Events
11/10	Consent Convergence
11/10	Liberation Literacy
11/15	Opens School Family Academy event at Madison High School
11/15	AYCO Community Event
11/16	Village Daycare
11/19	FHS Conferences
11/20	FHS Conferences
11/20	RHS Conferences
11/20	Boise Elliot Conferences
11/23	Tree Lighting Ceremony
11/24	Native American Marketplace and Family (Mt Scott Community Center)
11/27	Open School East
11/27	Early Head Start Classroom/Powelhurst Elementary School
11/28	Broadway Corridor Open House
11/29	Boys and Girls Club
11/29	Alliance
11/29	Shared opportunity with Benson Admin
11/29	Global Works Community Fund and Portland Mercado
11/29	Portland Mercado
12/1	4th Annual Holiday Cheer and Cheese by Mother & Child Education Center
12/1	Open Enrollment-Health Insurance Hosted by Project Access Now/Community Art Project--at The Rosewood Initiative
12/5	Black Family Night at Jefferson High-school (OSU College visit)
12/10	Parenting with Intent
12/12	Roosevelt Highschool
12/12	KairosPDX
12/13	Sent paper copies to POIC
12/12	Boise Elliot
1/16	Kelly SUN
1/17	Ayco Community Gathering
1/19	Open School NW Community Gathering and Focus Groups (Disability and Fostercare Impacted)
1/21	Arbor Glen Community Gathering

1/26	Focus Groups (Youth and Parent Providers)
1/29	Friends of the Children Community Gathering
1/30	Brown Hope Community Gathering
2/2	Open School East Community Gathering and Focus Groups (Spanish Speaking and Immigrant/Refugee)
2/13	George Middle School Community Gathering
2/18	Arbor Glen Community Gathering
2/19	Lent School Arbor Glen Community Gathering
2/20	Roosevelt Highschool Community Gathering
2/21	Kelly Elementary Community Gathering
2/23	Latino Network Community Gathering

APPENDIX B

Outreach Materials



**Portland Children's Levy
Community Engagement**

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YOUR VOICE MATTERS



YOUR VOICES MATTER



YOUR VOICES MATTER



YOUR VOICES MATTERS



YOUR VOICES MATTER





PORTLAND CHILDREN'S LEVY: \$10 POR SU OPINIÓN

Completa la encuesta

PortlandChildrensLevy.org





Born to be free, born to be me.

PORTLAND CHILDREN'S LEVY: FOSTER PARENTS \$10 CASH FOR YOUR OPINION

Let's work together to uphold freedom and equality.

BE A SHINING EXAMPLE FOR OTHERS TO FOLLOW.

PortlandChildrensLevy.org



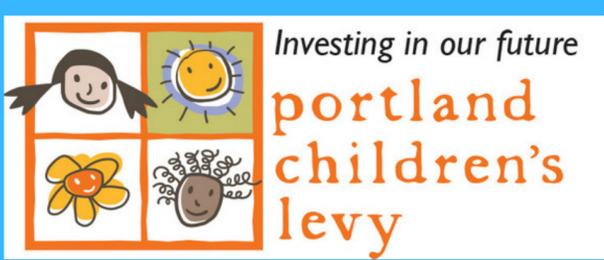


Born to be free, born to be me.

PORTLAND CHILDREN'S LEVY: FOSTER PARENTS \$10 CASH FOR YOUR OPINION

BE A SHINING EXAMPLE FOR
OTHERS TO FOLLOW.

PortlandChildrensLevy.org



APPENDIX C

Shared Learning Tools



**Portland Children's Levy
Community Engagement**

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PAID OPPORTUNITIES FOR YOUR VOICE TO BE HEARD!

Empress Rules is a consulting firm that works with organizations to create inclusive environments because everyone deserves an opportunity to thrive. We are collaborating with Portland Children's Levy and we want to hear from you! Here are three ways that you can get involved:

Complete an Interest Questionnaire

Tell us a bit about yourself. We will use this information to select the survey and focus group participants.

Complete a Survey

Give your opinion about the most effective and most needed services for children to thrive, especially children affected by historical inequities. 500 people who complete a questionnaire will be invited to complete a survey. Submit a completed survey and receive \$10.

Be a Focus Group Participant

Learn about the Portland Children's Levy and help us identify community solutions to improve outcomes for children and families. 60 parents/caregivers and 20 youth who complete surveys will be invited to participate in a 2-hour focus group. Focus group participants will receive \$100.

How do I participate?

Visit bit.ly/PCL18ER to complete a short interest questionnaire and learn more about services funded by the Portland Children's Levy!



¡OPORTUNIDADES PAGADAS PARA QUE SU VOZ SEA ESCUCHADA!

Empress Rules es una consultora que trabaja con organizaciones para crear ambientes inclusivos porque todos merecen una oportunidad para prosperar. Estamos colaborando con Portland Children's Levy y queremos escuchar de ti! Aquí hay tres maneras en cómo puede participar:

Completa una encuesta de interés

Díganos un poco de ti. Usaremos esta información para seleccionar participantes para el encuesta y entrevistas en grupo.

Completa la encuesta

Danos su opinión sobre la mejor manera y las necesidades en servicios para que los niños puedan prosperar, especialmente niños afectados en desigualdades históricas. 500 personas quien complete y entregue esta encuesta serán pagados \$10.

Sea un participante en el entrevista en grupo

Aprende de thel Portland Children's Levy y ayúdanos a identificar soluciones comunitarias para mejorar resultados de ninos y familias. 60 padres/tutores y 20 jóvenes que hayan completado la encuesta serán invitados para participar en la entrevista en grupo por 2 hora. Las entrevistas en grupo serán pagadas \$100.

Como puedo participar?

Visita bit.ly/PCL18ER Para completar una encuesta de interés y aprende más de los servicios que Portland Children's Levy paga.



CƠ HỘI ĐƯỢC TRẢ TIỀN ĐỂ Ý KIẾN CỦA QUÝ VỊ ĐƯỢC LẮNG NGHE!

Empress Rules là một công ty tư vấn hợp tác với các tổ chức để tạo ra những môi trường không phân biệt vì tất cả mọi người đều xứng đáng có cơ hội phát triển. Chúng tôi đang hợp tác với Portland Children's Levy và chúng tôi muốn lắng nghe ý kiến của quý vị! Sau đây là 3 cách để quý vị có thể tham gia:

Điền vào Bảng Câu Hỏi về Mỗi Quan Tâm

Giới thiệu một chút về bản thân quý vị. Chúng tôi sẽ sử dụng thông tin này để chọn khảo sát và người tham gia nhóm trọng tâm.

Hoàn Tất Khảo Sát

Cho biết ý kiến của quý vị về các dịch vụ hiệu quả nhất và cần thiết nhất dành cho trẻ em phát triển, nhất là những trẻ em bị ảnh hưởng nhiều nhất bởi những sự bất bình đẳng mang tính lịch sử. 500 người hoàn tất bảng câu hỏi sẽ được mời điền vào một khảo sát. Gửi bản khảo sát đã điền và nhận được \$10.

Tham Gia Nhóm Trọng Tâm

Tìm hiểu về Portland Children's Levy và giúp chúng tôi xác định các giải pháp cộng đồng để cải thiện kết quả cho trẻ em và các gia đình. 60 phụ huynh/người chăm sóc và 20 thanh thiếu niên hoàn thành khảo sát sẽ được mời tham gia nhóm trọng tâm 2 giờ. Những người tham gia nhóm trọng tâm sẽ nhận được \$100.

Tôi có thể tham gia bằng cách nào?

Truy cập www.surveymonkey.com/r/PCL2018 để điền vào bảng câu hỏi ngắn về mối quan tâm và tìm hiểu thêm về các dịch vụ được tài trợ bởi Portland Children's Levy!



ПРИГЛАШЕНИЕ ПРИНЯТЬ УЧАСТИЕ В ПЛАТНОМ ОПРОСЕ ОБЩЕСТВЕННОГО МНЕНИЯ!

Консалтинговая компания «Empress Rules» работает с различными организациями над созданием инклюзивной среды и равных возможностей для всех расти и развиваться. Мы сотрудничаем с Фондом помощи детям города Портленд «Portland Children's Levy» и хотим узнать ваше мнение! Вы можете помочь нам следующими способами:

Ответьте на вопросы анкеты о ваших интересах

Расскажите нам о себе. Мы используем полученную информацию, чтобы выбрать участников тематических опросов и представителей для работы в фокус-группах.

Ответьте на вопросы анкеты-опросника

Выскажите свое мнение о наиболее эффективных и необходимых услугах, способствующих успешному развитию детей - в особенности тех детей, кто в наибольшей степени пострадал от исторически сложившегося неравенства и несправедливости. Для участия в данном опросе будет выбрано 500 человек, которым будет предложено ответить на вопросы более подробной анкеты. Заполните анкету-опросник и вы получите 10 долларов США.

Станьте участником рабочих фокус-групп.

Ознакомьтесь с принципами работы фонда «Portland Children's Levy» и помогите нам определить возможности для повышения качества жизни детей и их родителей в нашем городе. 60 родителей/опекунов и 20 молодых людей из тех, кто заполнит данную анкету, получат приглашения принять участие в работе двухчасовой фокус-группы. Участники фокус-группы получают оплату в размере 100 долларов.

Как я могу принять участие?

Посетите веб-сайт www.surveymonkey.com/r/PCL2018, чтобы заполнить короткую анкету-опросник и получить информацию об



APPENDIX D

Interest Questionnaire *All Languages*



**Portland Children's Levy
Community Engagement**

Evaluation Report | April 2019



Portland Children's Levy Interest Questionnaire

Welcome!

Portland Children's Levy Community Engagement Opportunity

[Ознакомьтесь с анкетой-опросником на русском языке](#)

[Xem bản tiếng Việt của bảng câu hỏi này](#)

[Lea el cuestionario en español](#)

[查看此調查問卷的中文版本](#)

Empress Rules and the Portland Children's Levy would like to thank you for taking the time to complete this interest questionnaire. Thank you for your willingness to invest in our community.

Background

Every five years, the Levy conducts a community engagement process to inform funding priorities for the next Levy period.

The Levy partnered with Empress Rules, a consulting firm that works with organizations to create inclusive environments and has established longstanding relationships with diverse communities in Portland. We want to engage the broader diversity of the community- especially people who have not been at the table in the past.

Too often the voices of traditionally marginalized populations are not heard in the decision-making process. That's why we want to hear what you have to say about services for children in your community, especially children most affected by historical inequities.

The Goals of the PCL Engagement Process are:

- Understand perspectives from diverse stakeholders about the most effective and most needed services for children, especially children most affected by historical inequities.
- Identify community solutions to improve outcomes for children and families.
- Cultivate positive relationships with traditionally marginalized populations.
- Promote community understanding of Portland Children's Levy funding process, services funded and demographics of children and families served.

Watch this [30-second video](#) to hear more about the Portland Children's Levy and visit

www.portlandchildrenslevy.org/community-engagement to find out about the Community Engagement Process.

Frequently Asked Questions

How long will this questionnaire take?

This interest questionnaire will take about 8 minutes to complete.

How do you protect my information?

All online surveys will be performed via Survey Monkey which offers SSL encryption. This feature ensures that responses are connecting securely to SurveyMonkey servers. Here is the link to SurveyMonkey's Privacy Policy and Security Statement to disclose how Survey Monkey handles respondent data on our behalf.

We ask that participants not include any personal information such as date of birth, ssn, and other personal information. Names, addresses and other contact info is okay. Your contact information will be kept private. It will only be used to contact you if you are selected to participate in the survey or focus group.



Portland Children's Levy Interest Questionnaire

Welcome!

Paper copies will be picked up by the members of the Empress Rules Engagement team, where they will be placed in a locked box. Once the survey information has been manually entered into SurveyMonkey, the surveys will be shredded. Unprocessed surveys will be kept in a locked file cabinet.

Your participation in this questionnaire is voluntary, and you may start the questionnaire and then decide to stop at any time. There are no risks of consequences based on how you answer; no right or wrong answers. Your answers are used only for the purposes of the study. Your answers will be combined with answers from others to create one report.

What personal information are we collecting?

Demographic information about respondents. We will use email addresses to contact people who would like to participate in paid surveys and focus groups.

How will you use my responses?

We will use your responses to select a survey and focus group participants.

Who will we share your responses with?

Aggregated demographic information will be made public as it will be included in our final report. Names, email addresses, and other identifying information will not be shared.

Who can I contact if I have questions?

Email: Contact@EmpressRules.net and someone will respond to you within 72hrs.



Portland Children's Levy Interest Questionnaire

Portland Children's Levy Interest Questionnaire

We acknowledge that some of these questions are personal. We are asking these questions because we want to ensure we include as many diverse perspectives as possible. The Portland Children's Levy values multiple perspectives. Thank you for your understanding in advance.

* 1. Consent - I have read the above information and have been given the opportunity to ask questions and my questions have been answered. If I have additional questions, I have been told whom to contact. I agree to participate in the Portland Children's Levy Community Engagement Process.

Yes

No



Portland Children's Levy Interest Questionnaire

* 2. Are you interested in participating in a survey?

- Yes
- No



Portland Children's Levy Interest Questionnaire

* 3. Are you a parent/caregiver, foster parent, youth or service provider?

- Parent/Caregiver
- Service Provider
- Foster Parent
- None of the above
- Youth



Portland Children's Levy Interest Questionnaire

* 4. If you are a service provider who works directly with families, in which category does the service you provide best fit? (Check all that apply)

- | | |
|--|---|
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Foster Care |
| <input type="checkbox"/> After School | <input type="checkbox"/> Hunger Relief |
| <input type="checkbox"/> Mentoring | <input type="checkbox"/> I am a service provider, but the services I provide don't fall into any of these categories. |
| <input type="checkbox"/> Child Abuse Prevention and Intervention | <input type="checkbox"/> I am not a service provider |



Portland Children's Levy Interest Questionnaire

* 5. Contact Information

First Name	<input type="text"/>
Last Name	<input type="text"/>
City/Town	<input type="text"/>
State/Province	<input type="text" value="-- select state --"/>
ZIP/Postal Code	<input type="text"/>
Email Address	<input type="text"/>
Phone Number	<input type="text"/>

* 6. What is your gender identity? (Check all that apply)

- Female
- Male
- Transgender
- Genderqueer
- Non-Binary
- Prefer not to answer
- Other (please specify)

* 7. What is the primary language spoken at home? (Please choose only one.)

- Chinese
- English
- French
- Korean
- Russian
- Spanish
- Tagalog
- Vietnamese
- Somali
- Cantonese
- Mandarin
- Mai Mai
- Hmong
- Arabic
- Other/multiple languages (please specify)

* 8. Do you identify as a member of the LGBTQ community?

- Yes
- No
- Prefer not to answer

* 9. Do you identify as an immigrant/refugee?

- Yes
- No
- Prefer not to answer

* 10. Do you have children birth to age 5?

- Yes
- No

* 11. Do you have children ages 6 - 18?

- Yes
- No

* 12. Which category below includes your age?

- | | |
|-------------------------------------|--|
| <input type="radio"/> 13 or younger | <input type="radio"/> 40-49 |
| <input type="radio"/> 14 - 17 | <input type="radio"/> 50-59 |
| <input type="radio"/> 18-20 | <input type="radio"/> 60 or older |
| <input type="radio"/> 21-29 | <input type="radio"/> Prefer not to answer |
| <input type="radio"/> 30-39 | |

* 13. What is the highest level of school you have completed or the highest degree you have received?

- | | |
|--|--|
| <input type="radio"/> Less than high school degree | <input type="radio"/> Bachelor degree |
| <input type="radio"/> High school degree or equivalent (e.g., GED) | <input type="radio"/> Graduate degree |
| <input type="radio"/> Some college but no degree | <input type="radio"/> Prefer not to answer |
| <input type="radio"/> Associate degree | |

* 14. How much total combined money did all members of your HOUSEHOLD earn last year?

- | | |
|--|--|
| <input type="radio"/> \$0 to \$9,999 | <input type="radio"/> \$125,000 to \$149,999 |
| <input type="radio"/> \$10,000 to \$24,999 | <input type="radio"/> \$150,000 to \$174,999 |
| <input type="radio"/> \$25,000 to \$49,999 | <input type="radio"/> \$175,000 to \$199,999 |
| <input type="radio"/> \$50,000 to \$74,999 | <input type="radio"/> \$200,000 and up |
| <input type="radio"/> \$75,000 to \$99,999 | <input type="radio"/> Prefer not to answer |
| <input type="radio"/> \$100,000 to \$124,999 | |

* 15. How do you identify your race/ethnicity? (Check all that apply)

- American Indian or Alaskan Native
- Black or African-American
- Latinx/Hispanic
- Asian
- Native Hawaiian or other Pacific Islander
- Middle Eastern
- White or European-American
- African Immigrant
- Slavic
- Some other race (please specify)

* 16. Are you a parent of a child with a disability?

- Yes
- No
- Prefer not to answer

* 17. Do you have a disability?

- Yes
- No
- Prefer not to answer

* 18. Please check all of the following programs/organizations that you have interacted with.

- | | |
|---|--|
| <input type="checkbox"/> Albina Head Start/Early Head Start | <input type="checkbox"/> Meals on Wheels |
| <input type="checkbox"/> Boys & Girls Aid | <input type="checkbox"/> Metropolitan Family Service |
| <input type="checkbox"/> Boys & Girls Clubs | <input type="checkbox"/> Morrison Child & Family Services |
| <input type="checkbox"/> Bradley Angle | <input type="checkbox"/> Mt. Hood Community College – Childcare Resource & Referral, Head Start & Early Head Start |
| <input type="checkbox"/> BRAVO Youth Orchestras | <input type="checkbox"/> Native American Youth and Family Center (NAYA) |
| <input type="checkbox"/> Camp Fire Columbia | <input type="checkbox"/> Neighborhood House |
| <input type="checkbox"/> College Possible | <input type="checkbox"/> New Avenues for Youth |
| <input type="checkbox"/> El Programa Hispano Católico | <input type="checkbox"/> Open School |
| <input type="checkbox"/> Ethos Music Center | <input type="checkbox"/> Oregon Food Bank |
| <input type="checkbox"/> Friendly House | <input type="checkbox"/> Playworks Education Energized |
| <input type="checkbox"/> Friends of the Children | <input type="checkbox"/> Portland Opportunities Industrialization Center (POIC) |
| <input type="checkbox"/> Girls Inc | <input type="checkbox"/> Portland Public Schools Head Start |
| <input type="checkbox"/> Hacienda CDC | <input type="checkbox"/> REAP |
| <input type="checkbox"/> Human Solutions | <input type="checkbox"/> Salvation Army West Women's and Children's Shelter |
| <input type="checkbox"/> Immigrant & Refugee Community Organization (IRCO) | <input type="checkbox"/> Saturday Academy |
| <input type="checkbox"/> Impact Northwest | <input type="checkbox"/> Self Enhancement, Inc. (SEI) |
| <input type="checkbox"/> Janus Youth Programs/Insights Teen Parent Services | <input type="checkbox"/> The Pathfinder Network |
| <input type="checkbox"/> KairosPDX | <input type="checkbox"/> Volunteers of America Oregon |
| <input type="checkbox"/> Latino Network | <input type="checkbox"/> Youth, Rights & Justice |
| <input type="checkbox"/> Legacy Health Systems/CARES NW | <input type="checkbox"/> I have not participated in any of these programs/organizations. |
| <input type="checkbox"/> LifeworksNW | |

* 19. Have you and/or your child ever been involved in the foster care system?

- Yes, I am/was in foster care
- I am a foster parent
- I am a foster parent and I was in foster care as a child
- My child is in foster care
- My child and I have been in foster care
- No
- Prefer not to answer

* 20. Have you ever experienced houselessness?

- Yes
- No
- Prefer not to answer



Portland Children's Levy Interest Questionnaire

We thank you for your time spent taking this survey. Your response has been recorded.

Thank you so much for your participation. Please visit the [Portland Children's Levy](#) on [Facebook](#), [Twitter](#), and [Instagram](#) to learn more about us!



Portland Children's Levy Interest Questionnaire

Thank you for your participation!

Thank you so much for your participation. Your profile does not match the requirements for this opportunity but please stay connected to the [Portland Children's Levy](#) to learn more about upcoming events and opportunities!



Copy of Children's Levy Cuestionario de Interés

Bienvenidos!

Oportunidad de Participación Comunitaria de Portland Children's Levy

Empress Rules y Portland Children's Levy le quiere dar las gracias por tomarse el tiempo para completar este cuestionario de interés. Gracias por su ganas de invertir en nuestra comunidad.

Información A Fondo

Cada cinco años, el Levy conduce un proceso de participación comunitaria para informar prioridades de financiamiento para el siguiente periodo.

El Levy se asoció con Empress Rules, una consultora que trabaja con organizaciones para crear ambientes inclusivos y han establecido relaciones duraderas con comunidades diversas en Portland. Queremos contratar con más comunidades diversas- especialmente con individuales que no han sido parte de la conversation en el pasado.

Muy seguido las voces de poblaciones tradicionalmente marginadas no son escuchadas en el proceso de tomar decisiones. Por eso queremos escuchar qué es lo que tienen que decir sobre servicios para sus hijos en su comunidad, especialmente niños que han sido afectados por las desigualdades históricas.

Mira este [30-second video](#) para escuchar mas dePortland Children's Levy y visita www.portlandchildrenslevy.org/community-engagement-faq Para aprender más del proceso de participación comunitaria.



Copy of Children's Levy Cuestionario de Interés

Portland Children's Levy Interest Questionnaire

Reconocemos que algunas de estas preguntas son personales. Estamos preguntando esto porque queremos asegurarnos que incluyamos perspectivas diversas. Portland Children's Levy valora multiple perspectivas. Gracias por entendernos.

* 1. Consentimiento- Yo he leído la información de arriba y me han dado la oportunidad de preguntar y mis preguntas han sido contestadas. Si tengo preguntas adicionales, me han dado la información de quién puedo contactar. Yo estoy de acuerdo en participar en el proceso de participación comunitaria de Portland Children's Levy.

Si

No



Copy of Children's Levy Cuestionario de Interés

* 2. Información de contacto

Nombre	<input type="text"/>
Apellido	<input type="text"/>
Ciudad	<input type="text"/>
Estado	-- select state -- <input type="button" value="v"/>
Código Postal	<input type="text"/>
Correo electrónico	<input type="text"/>
Número de teléfono	<input type="text"/>

* 3. ¿Estás interesado/a en participar en una encuesta? y se le pagará (\$10.00)

- Si
- No



Copy of Children's Levy Cuestionario de Interés

* 4. ¿Eres un padre/tutor, joven o Proveedor de servicio?

- Padre/Tutor
- Padre adoptivo
- Joven
- ¿Alguien más?
- Proveedor de Servicio
- Ninguna notado



Copy of Children's Levy Cuestionario de Interés

* 5. ¿Si eres proveedor de servicio, que trabaja directamente con familias, en que categoría del servicio que tu provees encaja mejor? (selecciona todos lo que apliquen)

- | | |
|--|---|
| <input type="checkbox"/> Niñez temprana | <input type="checkbox"/> Hambre en Orfanato |
| <input type="checkbox"/> Despues de la escuela | <input type="checkbox"/> Alivio de hambre |
| <input type="checkbox"/> Tutoría | <input type="checkbox"/> No soy proveedor de Servicio pero los servicios que proporciono no están en estas categorías |
| <input type="checkbox"/> Prevención y intervención del maltrato de niños | <input type="checkbox"/> No soy un proveedor de servicio |



Copy of Children's Levy Cuestionario de Interés

* 6. ¿Cual es su identidad de género? (selecciona todos lo que apliquen)

- Hembra
- Masculino
- Transgénero
- Género
- No Binario
- Prefiero no contestar
- Other (please specify)

* 7. ¿Cual es el idioma primario que se usa en casa?

- Chino
- Inglés
- Francés
- Coreano
- Ruso
- Español
- Tagalog
- Vietnamita
- Somalí
- Cantonés
- Mandarín
- Mai Mai
- Hmong
- Árábica
- Other/multiple languages (please specify)

* 8. ¿Te Identificas como un miembro de la comunidad LGBTQ?

- Si
- No
- Prefiero no contestar

* 9. ¿Te Identificas como inmigrante/refugiado?

- Si
- No
- Prefiero no contestar

* 10. ¿Tienes hijos nacido de la edad 5 años?

- Si
- No

* 11. ¿Tienes hijos de edades 6-18?

- Si
- No

* 12. ¿Cual categoría de abajo incluye su edad?

- | | |
|----------------------------------|---|
| <input type="radio"/> 13 o menos | <input type="radio"/> 40-49 |
| <input type="radio"/> 14 - 17 | <input type="radio"/> 50-59 |
| <input type="radio"/> 18-20 | <input type="radio"/> 60 o mas |
| <input type="radio"/> 21-29 | <input type="radio"/> Prefiero no contestar |
| <input type="radio"/> 30-39 | |

* 13. ¿Cual es el nivel más alto de estudio que has completado?

- | | |
|--|---|
| <input type="radio"/> Menos que la preparatoria | <input type="radio"/> El bachillerato |
| <input type="radio"/> Diploma en la preparatoria o igual (GED) | <input type="radio"/> El título de posgrado |
| <input type="radio"/> Alguna educación de colegio | <input type="radio"/> Prefiero no contestar |
| <input type="radio"/> Grado asociado | |

* 14. ¿Cuanto dinero en total de todos en su casa combinados, han recibido el año pasado?

- | | |
|--|--|
| <input type="radio"/> \$0 to \$9,999 | <input type="radio"/> \$125,000 to \$149,999 |
| <input type="radio"/> \$10,000 to \$24,999 | <input type="radio"/> \$150,000 to \$174,999 |
| <input type="radio"/> \$25,000 to \$49,999 | <input type="radio"/> \$175,000 to \$199,999 |
| <input type="radio"/> \$50,000 to \$74,999 | <input type="radio"/> \$200,000 and up |
| <input type="radio"/> \$75,000 to \$99,999 | <input type="radio"/> Prefiero no contestar |
| <input type="radio"/> \$100,000 to \$124,999 | |

* 15. ¿Como se identifica raza/etnicidad? (selecciona todos lo que apliquen)

- American Indian or Alaskan Native
- Black or African-American
- Latinx/Hispanic
- Asian
- Native Hawaiian or other Pacific Islander
- Middle Eastern
- White or European-American
- African Immigrant
- Slavic
- Some other race (please specify)

* 16. ¿Eres padre de un hijo con discapacidad?

- Si
- No
- Prefiero no contestar

* 17. ¿Usted tiene alguna discapacidad?

- Si
- No
- Prefiero no contestar

* 18. Porfavor seleccione cada programa/organización en el que ha participado.

- | | |
|---|--|
| <input type="checkbox"/> Albina Head Start/Early Head Start | <input type="checkbox"/> Meals on Wheels |
| <input type="checkbox"/> Boys & Girls Aid | <input type="checkbox"/> Metropolitan Family Service |
| <input type="checkbox"/> Boys & Girls Clubs | <input type="checkbox"/> Morrison Child & Family Services |
| <input type="checkbox"/> Bradley Angle | <input type="checkbox"/> Mt. Hood Community College – Childcare Resource & Referral, Head Start & Early Head Start |
| <input type="checkbox"/> BRAVO Youth Orchestras | <input type="checkbox"/> Native American Youth and Family Center (NAYA) |
| <input type="checkbox"/> Camp Fire Columbia | <input type="checkbox"/> Neighborhood House |
| <input type="checkbox"/> College Possible | <input type="checkbox"/> New Avenues for Youth |
| <input type="checkbox"/> El Programa Hispano Católico | <input type="checkbox"/> Open School |
| <input type="checkbox"/> Ethos Music Center | <input type="checkbox"/> Oregon Food Bank |
| <input type="checkbox"/> Friendly House | <input type="checkbox"/> Playworks Education Energized |
| <input type="checkbox"/> Friends of the Children | <input type="checkbox"/> Portland Opportunities Industrialization Center (POIC) |
| <input type="checkbox"/> Girls Inc | <input type="checkbox"/> Portland Public Schools Head Start |
| <input type="checkbox"/> Hacienda CDC | <input type="checkbox"/> REAP |
| <input type="checkbox"/> Human Solutions | <input type="checkbox"/> Salvation Army West Women's and Children's Shelter |
| <input type="checkbox"/> Immigrant & Refugee Community Organization (IRCO) | <input type="checkbox"/> Saturday Academy |
| <input type="checkbox"/> Impact Northwest | <input type="checkbox"/> Self Enhancement, Inc. (SEI) |
| <input type="checkbox"/> Janus Youth Programs/Insights Teen Parent Services | <input type="checkbox"/> The Pathfinder Network |
| <input type="checkbox"/> KairosPDX | <input type="checkbox"/> Volunteers of America Oregon |
| <input type="checkbox"/> Latino Network | <input type="checkbox"/> Youth, Rights & Justice |
| <input type="checkbox"/> Legacy Health Systems/CARES NW | <input type="checkbox"/> I have not participated in any of these programs/organizations. |
| <input type="checkbox"/> LifeworksNW | |

* 19. ¿Alguna vez, Usted o su hijo han sido parte del sistema orfanato?

- Si, Alguna vez/ahorita estoy en la asistencia de orfanato
- Yo soy Padre orfanato
- Yo soy Padre orfanato y yo también estuve en cuidado de orfanato como mi hijo
- Mi hijo está en la asistencia de orfanato
- No
- Prefiero no contestar

* 20. ¿Alguna vez ha experimentado falta de vivienda?

- Si
- No
- Prefiero no contestar



Copy of Children's Levy Cuestionario de Interés

Le agradecemos por tomar su tiempo. Sus respuestas han sido grabado.

Muchas gracias por su participación. Porfavor visita [Portland Children's Levy](#) en [Facebook](#), [Twitter](#), y [Instagram](#) para aprender más de nosotros.



Xog Uruurinta Danaha Ururka Levy ee Carruurta Portland

Soo Dhowoow!

Fursada Kaqeybqaadashada Bulshada ee Ururka Levy ee Carruurta Portland

Ururka Empress Rules iyo Ururka Levy ee Carruurta Portland waxay jeclaan lahaayeen inay kaaga mahad celiyaan waqtiga aad ku qaadaneysa inaad buuxiso xog uruurintan. Waad ku mahadsan tahay rabitaankaaga ah inaad maalgashato bulshadeena.

Taariikhda

Shantii sanaba Ururka Levy wuxuu hal mar qabanqaabiyaa geedi-socodka ka-qeybgelinta bulshada si uu ugu soo bandhigo mudnaanta maaliyadeed ee muddada xigta.

Ururka Levy waxaa uu kaashaday Express Rules oo ah shirkad la shaqeysa ururada si loo abuuro jawi loo dhan yahay, waxaa ayna bulshada kala duwan ee Portland la sameysatey xiriiro qoto dheer. Waxaan dooneynaa in aan ka qaybgelino bulshada qeybaheeda kala duwan - gaar ahaan dadka aan horey uga faa'iideysanin.

Inta badan codadka dadka dhaqan ahaan loo diidan yahay lama maqlo xilliga go'aan qaadashada. Taasi waa sababta aan u rabno inaan maqalno waxa aad ka leedahay/aaminsantahay adeegyada loogu talagalay caruurta bulshadaada, gaar ahaan carruurta ay aadka u saameeysey sinnaan la'aanta taariikhiga ah.

Daawo Videogan [30ka](#) daqiiqadood ah si aad u dhageysato macluumaad ku saabsan ururka Levy ee Carruurta Portland (Portland Children's Levy), oo booqo www.portlandchildrenslevy.org/community-engagement-faq si aad macluumaad badan uga ogaato Geedi-socodka Kaqeybgelinta Bulshada.



Xog Uruurinta Danaha Ururka Levy ee Carruurta Portland

Portland Children's Levy Interest Questionnaire

Waan garwaaqsan nahay in qaar ka mid ah su'aalahan ay yihiin kuwo shakhsiyeed. Waan weydiineynaa su'aalahan sababtoo ah waxaan dooneynaa inaan xaqiijino inaan ku helno fikrado badan oo kala duwan. Ururka Levy ee Carruurta Portland wuxuu qiimeeyaa fikirado badan oo kala duwan. Waad ku mahadsantahay fahamkaaga hore.

* 1. Oggolaansho - Waan akhriyay macluumaadka kor ku qoran waxaana la i siiyey fursad aan wax ku su'aalo, oo su'aalaha ayaa la iiga jawaabay. Haddii aan qabo su'aalo dheeraad ah, waxaa la ii sheegay cida lala xiriiro. Anigu waxaan oggolahay inaan ka qayb qaato Geedi-Socodka Ka Qaybgalinta Bulshada Ururka Levy ee Carruurta Portland.

Haa

Maya



Xog Uruurinta Danaha Ururka Levy ee Carruurta Portland

* 2. Macluumaadka Xiriirka

Magaca Koowad	<input type="text"/>
Magaca Dambe	<input type="text"/>
Balad/Magaalada	<input type="text"/>
Gobolka	-- select state -- <input type="button" value="v"/>
Koodhka Boostada/ZIP	<input type="text"/>
Cinwaanka Iimeelka	<input type="text"/>
Lambarka Telefoonka	<input type="text"/>

* 3. Ma daneyneysaa inaad kaqaybqaadato daraasadan?

- Haa
- Maya



Xog Uruurinta Danaha Ururka Levy ee Carruurta Portland

* 4. Ma waxaad tahay waalid / daryeel-bixiye, waalidka koriye ah oo dawladu ilmaha ku wareejisay, dhalinyaro ama adeeg-bixiye?

- | | |
|---|---|
| <input type="radio"/> Waalid/daryeel-bixiye | <input type="radio"/> Adeeg-bixiye |
| <input type="radio"/> Waalidka Dawladu Ku | <input type="radio"/> Aan ahayn dhamaan kuwa kor ku xusan |
| <input type="radio"/> Wareejisay | |



Xog Uruurinta Danaha Ururka Levy ee Carruurta Portland

* 5. Haddii aad tahay adeeg-bixiye oo si toos ah ula shaqeeya qoysaska, qeybtee ayaa sida ugu haboon u sharaxaysa nooca adeegga aad bixiso? (Calaamadee dhammaan kuwa khuseeya)

Adeegyada Carruurnimada Hore

Adeega Daryeelka Korinta

Adeegyada Dugsida Ka-dib ah

Adeegyada Gargaarka Gaajada

Tababarid/waanin

Angu waxaan ahay adeeg-bixiye, laakin adeegyada aan bixiyo kuma jiraan mid ka mid ah qeybahan.

Kahortaga Waxyeelada Ilmaha

Anigu ma ahi adeeg-bixiye



Xog Uruurinta Danaha Ururka Levy ee Carruurta Portland

* 6. * Waa maxay aqoonsigaaga jinsiga? (Calaamadee dhamaan kuwa khuseeya)

- Dheddig
- Lab
- Nimow-naag
- Lab iyo dheddig midna ahayn
- Aan aqoonsi jinsiyadeed lahayn
- Wax kale (fadlan sheeg)

* 7. Waa maxay luuqada koowaad ee looga hadlo guriga? (Fadlan dooro keliya hal.)

- Shinees
- Ingiriis
- Faransiis
- Kuuriyaan
- Rushiyaan
- Isbaanish
- Tagalog
- Vietnam
- Soomaali
- Cantonese
- Mandarin
- Mai Mai
- Hmong
- Carabi
- Luuqado kale/luuqado badan (fadlan sheeg)

* 8. Ma isku aqoonsan tahay inaad tahay xubin ka tirsan bulshada LGBTQ?

- Haa
- Maya
- Waxaan doorbidey inaan ka jawaabin

* 9. Ma isku aqoonsan tahay inaad tahay muhaajir/qaxooti?

- Haa
- Maya
- Prefer not to answer

* 10. Ma leedahay carruur ilaa 5 sano jir ah?

- Haa
- Maya

* 11. Ma leedahay carruur da'adoodu u dhaxeeyso 6 - 18?

- Haa
- Maya

* 12. Qeybahan soo socda midkee da'adaadu ku jirtaa?

- | | |
|-------------------------------------|---|
| <input type="radio"/> 13 ama ka yar | <input type="radio"/> 40-49 |
| <input type="radio"/> 14 - 17 | <input type="radio"/> 50-59 |
| <input type="radio"/> 18-20 | <input type="radio"/> 60 ama ka wayn |
| <input type="radio"/> 21-29 | <input type="radio"/> axaan doorbidey inaanan ka jawaabin |
| <input type="radio"/> 30-39 | |

* 13. Waa maxay heerka ugu sarreeya ee dugsiga aad dhamaysay ama shahaadada ugu sareeya ee aad qaadatay?

- | | |
|---|---|
| <input type="radio"/> Wax ka yar shahaadada dugsiga sare | <input type="radio"/> Shahaadada darajada bajalarka |
| <input type="radio"/> Shahaadada dugsiga sare ama la mid ah GED | <input type="radio"/> Shahaadada darajada jaamacad |
| <input type="radio"/> Kulleej Ayaan bartey laakin shahaado ma helin | <input type="radio"/> axaan doorbidey inaanan ka jawaabin |
| <input type="radio"/> Shahaado Jaamacadeed | |

* 14. Wadar ahaan, lacag intee le'eg ayay shaqeysteen dhamaan xubnaha GURIGAAGA sanadkii hore?

- | | |
|---|--|
| <input type="radio"/> \$0 ilaa \$9,999 | <input type="radio"/> \$125,000 laa \$149,999 |
| <input type="radio"/> \$10,000 ilaa \$24,999 | <input type="radio"/> \$150,000 laa \$174,999 |
| <input type="radio"/> \$25,000 laa \$49,999 | <input type="radio"/> \$175,000 laa \$199,999 |
| <input type="radio"/> \$50,000 laa \$74,999 | <input type="radio"/> \$200,000 iyo wixii ka sareeya |
| <input type="radio"/> \$75,000 laa \$99,999 | <input type="radio"/> Waxaan doorbidey inaanan ka jawaabin |
| <input type="radio"/> \$100,000 laa \$124,999 | |

* 15. Maxay tahay qowmiyadaada/jinsiyadaada? (Calaamadee dhamaan kuwa khuseeya)

- indi Ameerikaan ah Alaska dhalad ah
- Madow ama Afrikaan Ameerikaan ah
- Udhashey Laatin/Isbaanish
- Eeshiyaan
- Dhalad Hawaii ah ama Jasiiradaha kale Pacific
- Udhashey Bariga Dhexe
- Cadaan ama Yurub–Ameerikaan ah
- Muhaajir Afrikaan ah
- Slavic
- Jinsiyad kale (fadlan sheeg)

* 16. Waalid ma u tahay ilmo naafo ah?

- Haa
- Maya
- Prefer not to answer

* 17. Wax naafanimo ah ma leedahay?

- Haa
- Maya
- Prefer not to answer

* 18. Fadlan calamadee dhammaan barnaamijyada / ururrada aad wada shaqaysaan

- | | |
|---|--|
| <input type="checkbox"/> Albina Head Start/Early Head Start | <input type="checkbox"/> Meals on Wheels |
| <input type="checkbox"/> Boys & Girls Aid | <input type="checkbox"/> Metropolitan Family Service |
| <input type="checkbox"/> Boys & Girls Clubs | <input type="checkbox"/> Morrison Child & Family Services |
| <input type="checkbox"/> Bradley Angle | <input type="checkbox"/> Mt. Hood Community College – Childcare Resource & Referral, Head Start & Early Head Start |
| <input type="checkbox"/> BRAVO Youth Orchestras | <input type="checkbox"/> Native American Youth and Family Center (NAYA) |
| <input type="checkbox"/> Camp Fire Columbia | <input type="checkbox"/> Neighborhood House |
| <input type="checkbox"/> College Possible | <input type="checkbox"/> New Avenues for Youth |
| <input type="checkbox"/> El Programa Hispano Católico | <input type="checkbox"/> Open School |
| <input type="checkbox"/> Ethos Music Center | <input type="checkbox"/> Oregon Food Bank |
| <input type="checkbox"/> Friendly House | <input type="checkbox"/> Playworks Education Energized |
| <input type="checkbox"/> Friends of the Children | <input type="checkbox"/> Portland Opportunities Industrialization Center (POIC) |
| <input type="checkbox"/> Girls Inc | <input type="checkbox"/> Portland Public Schools Head Start |
| <input type="checkbox"/> Hacienda CDC | <input type="checkbox"/> REAP |
| <input type="checkbox"/> Human Solutions | <input type="checkbox"/> Salvation Army West Women's and Children's Shelter |
| <input type="checkbox"/> Immigrant & Refugee Community Organization (IRCO) | <input type="checkbox"/> Saturday Academy |
| <input type="checkbox"/> Impact Northwest | <input type="checkbox"/> Self Enhancement, Inc. (SEI) |
| <input type="checkbox"/> Janus Youth Programs/Insights Teen Parent Services | <input type="checkbox"/> The Pathfinder Network |
| <input type="checkbox"/> KairosPDX | <input type="checkbox"/> Volunteers of America Oregon |
| <input type="checkbox"/> Latino Network | <input type="checkbox"/> Youth, Rights & Justice |
| <input type="checkbox"/> Legacy Health Systems/CARES NW | <input type="checkbox"/> I have not participated in any of these programs/organizations. |
| <input type="checkbox"/> LifeworksNW | |

* 19. Adiga iyo / ama ubadkaaga waligiin ma ku biirteen nidaamka daryeelka korinta?

- Haa, Waxaan kujiraa/kujirey daryeelka korinta
- Anigu waxaan ahay waalid koriya carruur aanu dhalin oo dawladu ku wareejisay
- axaan ahay waalid koriya carruur, aniguna markaan carruur ahaa waxaan kusoo jirey daryeelka korinta
- mahayga ayaa kujira daryeelka korinta
- Aniga iyo ilmahaygaba waxaan kujirney daryeelka korinta
- Maya
- Waxaan doorbidey inaan ka jawaabin

* 20. * Waligaa mala kulantey xaalad guri-la'aanimo/darbi jiifnimo ah?

- Haa
- Maya
- Waxaan doorbidey inaanan ka jawaabin



Xog Uruurinta Danaha Ururka Levy ee Carruurta Portland

Waan kaaga mahadnaqaynaa wakhtiga aad siisay daraasadan. Jawaabtaadu waa la keydiyay.

Waxaad aad ugu mahadsan tahay ka qeybqaadashadaada. Fadlan booqo Facebuuga, Twitterka, iyo Instagramka Ururka Carruurta Portland ee Levy (Portland Children's Levy) si aad u ogaato wax badan oo nagu saabsan!



Анкета-опросник организации Portland Children's Levy (фонда помощи детям города Лортленд)

добро пожаловать!

Опрос общественного мнения Фонда помощи детям города Портленд («Portland Children's Levy»)

Организация «Empress Rules» и фонд «Portland Children's Levy» благодарят вас за ответы на предложенные в этой анкете вопросы. Спасибо за готовность уделить внимание проблемам нашего общества!

История вопроса

Раз в пять лет организация «Levy» проводит мероприятия, призванные сделать достоянием гласности приоритетные направления оказания финансовой помощи в течении следующего периода.

Фонд «Levy» работает в партнерстве с консалтинговой компанией «Empress Rules», сотрудники которой помогают создавать инклюзивную среду в различных организациях и установили прочные связи с многонациональным населением города Портленд. Мы хотим привлечь к работе более широкие слои населения – особенно тех, кто в прошлом не имел доступа к нашим программам.

Слишком часто голоса традиционно забытых обществом, изолированных от активной жизни групп населения не слышны в период принятия важных решений. И поэтому мы хотим узнать ваше мнение об услугах, предоставляемых детям в вашем городе и районе проживания, и себе

Пожалуйста, посмотрите короткий видео-ролик (30 секунд) об организации «Portland Children's Levy» и посетите веб-сайт www.portlandchildrenslevy.org/community-engagement-faq, чтобы познакомиться с процессом предоставления услуг населению.



днкета-опросник организации Portland Children's Levy (фонда помощи детям города Лортленд)

днкета-опросник организации Portland Children's

Мы признаем, что некоторые вопросы носят личный характер. Мы задаем эти вопросы, потому что хотим удостовериться, что примем во внимание как можно больше самых разных точек зрения. Организация «The Portland Children's Levy» ценит различные точки зрения. Заранее благодарны вам за понимание.

* 1. Согласие. Я прочел (прочла) предоставленную выше информацию. Мне была дана возможность задать вопросы и получить на них ответы. Если у меня появятся дополнительные вопросы, я знаю, с кем связаться для получения дополнительной информации. Я согласен (-на) принять участие в процессе привлечения местного населения к участию в работе организации «The Portland Children's Levy».

- Да
- Нет



днкета-опросник организации Portland Children's Levy (фонда помощи детям города Лортленд)

* 2. Хотите ли Вы принять участие в опросе, за ответы на вопросы которого Вам заплатят? (\$10.00)

- Да
- Нет



днкета-опросник организации Portland Children's Levy (фонда помощи детям города Лортленд)

* 3. Являетесь ли Вы родителем/воспитателем, патронатным родителем, поставщиком услуг?

- Родитель/воспитатель
 Работник сферы обслуживания
 Патронатный родитель
 Никто из выше перечисленного
 Подросток
 кто-нибудь другой?



днкета-опросник организации Portland Children's Levy (фонда помощи детям города Лортленд)

* 4. Если Вы являетесь представителем организации, предоставляющей услуги семьям, к какой категории из перечисленных ниже относятся Ваши услуги? (Отметьте все возможные варианты ответов.)

- Early Childhood (Раннее развитие)
 Foster Care (Патронатные семьи)
 After School (Присмотр после школы)
 Hunger Relief (Накормить голодных)
 Mentoring (Наставничество)
 Я являюсь представителем организации, предоставляющей такие услуги, однако наши услуги не относятся ни к одной из перечисленных категорий.
 Child Abuse Prevention and Intervention (Предотвращение насилия над детьми)
 Я не предоставляю подобных услуг.



днкета-опросник организации Portland Children's Levy (фонда помощи детям города Лортленд)

* 5. Контактная информация

Имя	<input type="text"/>
Фамилия	<input type="text"/>
Город/населенный пункт	<input type="text"/>
Штат/провинция	-- select state -- <input type="button" value="v"/>
Почтовый индекс	<input type="text"/>
Адрес электронной почты	<input type="text"/>
Номер телефона	<input type="text"/>

* 6. Как Вы определяете свою половую принадлежность? (Отметьте все возможные ответы.)

- Женщина
- Мужчина
- Трансгендер
- Гендерквир
- Небинарный пол
- Предпочитаю не отвечать
- Другое (пожалуйста, поясните)

* 7. Какой язык является для Вас основным? На каком языке Вы разговариваете в семье? (Пожалуйста, укажите только один ответ.)

- Китайский
- Английский
- Французский
- Корейский
- Русский
- Испанский
- Тагальский
- Вьетнамский
- Сомалийский
- Кантонский диалект китайского языка
- Мандаринский диалект китайского языка
- Язык Май-май
- Язык Хмонг
- Арабский
- Другой/другие языки (пожалуйста, поясните)

* 8. Относите ли Вы себя к группе меньшинств LGBTQ?

- Да
- Нет
- Предпочитаю не отвечать

* 9. Считаете ли Вы себя иммигрантом или беженцем?

- Да
- Нет
- Предпочитаю не отвечать

* 10. Есть ли у Вас дети младше 5 лет?

- Да
- Нет

* 11. Есть ли у Вас дети в возрасте от 6 до 18 лет?

- Да
 Нет

* 12. К какой из указанных ниже возрастных категорий Вы относитесь?

- | | |
|---|---|
| <input type="radio"/> 13 лет или младше | <input type="radio"/> 40-49 |
| <input type="radio"/> 14 - 17 лет | <input type="radio"/> 50-59 |
| <input type="radio"/> 18-20 | <input type="radio"/> 60 или старше |
| <input type="radio"/> 21-29 | <input type="radio"/> Предпочитаю не отвечать |
| <input type="radio"/> 30-39 | |

* 13. Укажите уровень своего образования?

- | | |
|---|---|
| <input type="radio"/> Не окончил (-а) школу | <input type="radio"/> Получил (-а) диплом бакалавра |
| <input type="radio"/> Окончил (-а) школу или сдал (-а) соответствующий экзамен (GED) Получил (-а) диплом магистра | <input type="radio"/> Получил (-а) диплом |
| <input type="radio"/> Окончил (-а) несколько курсов в колледже, но диплома не получил (-а) | <input type="radio"/> Предпочитаю не отвечать |
| <input type="radio"/> Получил (-а) Профессиональную степень (Associate degree) | |

* 14. Каков был Ваш совокупный семейный доход (до вычета налогов и отчислений) в прошлом году?

- | | |
|--|--|
| <input type="radio"/> 0 до 9 999 долл. | <input type="radio"/> 125 000 до 149 999 долл. |
| <input type="radio"/> 10 000 до 24 999 долл. | <input type="radio"/> 150 000 до 174 999 долл. |
| <input type="radio"/> 25 000 до 49 999 долл. | <input type="radio"/> 175 000 до 199 999 долл. |
| <input type="radio"/> 50 000 до 74 999 долл. | <input type="radio"/> 200 000 долл. и выше |
| <input type="radio"/> 75 000 до 99 999 долл. | <input type="radio"/> Предпочитаю не отвечать |
| <input type="radio"/> 100 000 до 124 999 долл. | |

* 15. Какова Ваша расовая/этническая принадлежность? (Отметьте все подходящие ответы.)

- Американский индеец или коренной житель Аляски
- Чернокожий или афро-американец
- Потомок испанцев или латиноамериканцев
- Азиат
- Коренной житель Гавайских островов или островов Тихого океана
- Потомок выходцев с Ближнего Востока
- Белый или потомок иммигрантов из Европы или Америки
- Потомок иммигрантов из Африки
- Славянин (Славянка)
- Другое (укажите)

* 16. Являетесь ли Вы родителем ребенка с ограниченными физическими или умственными возможностями?

- Да
- Нет
- Предпочитаю не отвечать

* 17. Имеете ли Вы ограниченные возможности здоровья (инвалидность)?

- Да
- Нет
- Предпочитаю не отвечать

* 18. Пожалуйста, отметьте галочками все программы/организации, льготами которых Вы пользовались/в которых Вы участвовали.

- | | |
|---|--|
| <input type="checkbox"/> Albina Head Start/Early Head Start | <input type="checkbox"/> Meals on Wheels |
| <input type="checkbox"/> Boys & Girls Aid | <input type="checkbox"/> Metropolitan Family Service |
| <input type="checkbox"/> Boys & Girls Clubs | <input type="checkbox"/> Morrison Child & Family Services |
| <input type="checkbox"/> Bradley Angle | <input type="checkbox"/> Mt. Hood Community College – Childcare Resource & Referral, Head Start & Early Head Start |
| <input type="checkbox"/> BRAVO Youth Orchestras | <input type="checkbox"/> Native American Youth and Family Center (NAYA) |
| <input type="checkbox"/> Camp Fire Columbia | <input type="checkbox"/> Neighborhood House |
| <input type="checkbox"/> College Possible | <input type="checkbox"/> New Avenues for Youth |
| <input type="checkbox"/> El Programa Hispano Católico | <input type="checkbox"/> Open School |
| <input type="checkbox"/> Ethos Music Center | <input type="checkbox"/> Oregon Food Bank |
| <input type="checkbox"/> Friendly House | <input type="checkbox"/> Playworks Education Energized |
| <input type="checkbox"/> Friends of the Children | <input type="checkbox"/> Portland Opportunities Industrialization Center (POIC) |
| <input type="checkbox"/> Girls Inc | <input type="checkbox"/> Portland Public Schools Head Start |
| <input type="checkbox"/> Hacienda CDC | <input type="checkbox"/> REAP |
| <input type="checkbox"/> Human Solutions | <input type="checkbox"/> Salvation Army West Women's and Children's Shelter |
| <input type="checkbox"/> Immigrant & Refugee Community Organization (IRCO) | <input type="checkbox"/> Saturday Academy |
| <input type="checkbox"/> Impact Northwest | <input type="checkbox"/> Self Enhancement, Inc. (SEI) |
| <input type="checkbox"/> Janus Youth Programs/Insights Teen Parent Services | <input type="checkbox"/> The Pathfinder Network |
| <input type="checkbox"/> KairosPDX | <input type="checkbox"/> Volunteers of America Oregon |
| <input type="checkbox"/> Latino Network | <input type="checkbox"/> Youth, Rights & Justice |
| <input type="checkbox"/> Legacy Health Systems/CARES NW | <input type="checkbox"/> Я не пользовался (не пользовалась) льготами и не принимал (-а) участия ни в одной из этих программ. |
| <input type="checkbox"/> LifeworksNW | |

* 19. Участвовали ли Вы или Ваш ребенок когда-либо в системе патронатного воспитания?

- Да, я воспитывался(-лась)/воспитываюсь в патронатной семье
- Я являюсь приемным родителем в патронатной семье
- Я являюсь приемным родителем и воспитывался(-лась) в патронатной семье.
- Мой ребенок воспитывается в патронатной семье.
- Мой ребенок и я пользовались услугами патронатного воспитания.
- Нет
- Предпочитаю не отвечать

* 20. Случалось ли Вам быть бездомным?

- Да
- Нет
- Предпочитаю не отвечать



днкета-опросник организации Portland Children's Levy (фонда помощи детям города Лортленд)

Спасибоб цто выделили время цтобы ответить на наши вопросы. Ваш ответ записан.

Большое спасибо за участие! Пожалуйста, посетите страницу [Portland Children's Levy](#) в социальных сетях [Facebook](#), [Twitter](#), и [Instagram](#), чтобы узнать о нашей организации как можно больше!



波特蘭兒童利維興趣問卷調查

歡迎！

波特蘭兒童利維社區參與機會

[Ознакомьтесь с анкетой-опросником на русском языке](#)

[Xem bản tiếng Việt của bảng câu hỏi này](#)

[Lea el cuestionario en español](#)

皇后規則和波特蘭兒童利維兩機構，感謝您撥空填寫這份興趣問卷，並感謝您投資我們社區的意願。

背景

波特蘭兒童利維每五年開展一次社區調查，為下一個征費期的供資優先事項提供資訊。

波特蘭兒童利維諮詢公司，與皇后規則機構合作，該機構與其它組織合作，並與波特蘭的不同社區建立了長期的關係，致力於創造包容性環境。我們希望聽到社區多種不同的聲音，讓特別是過去沒有坐在桌前的人參與進來。

以往的決策過程，往往忽略了傳統上被邊緣化的人的聲音。這就是為什麼我們想聽聽您對自己社區的兒童服務的看法，特別是曾因歷史偏見受到嚴重不平等對待的兒童。

觀看這 30 秒的視頻，更多地瞭解波特蘭兒童的利維活動，並訪問

www.portlandchildrenslevy.org/community-engagement-faq 瞭解社區參與過程。



波特蘭兒童利維興趣問卷調查

Portland Children's Levy Interest Questionnaire

我們承認, 其中一些問題是針對個人的。我們之所以提出這些問題, 是因為我們希望確保我們納入盡可能多的不同觀點。波特蘭兒童利維重視多種視角。謝謝您事先的理解。

* 1. 同意-我已經閱讀了上述資訊, 並有機會提問, 我的問題得到了回答。如果我還有其他問題, 我被告知要聯繫誰。我同意參加波特蘭兒童利維社區參與進程。

是

否



波特蘭兒童利維興趣問卷調查

* 2. 您是否有興趣參加付費調查? (\$10.00)

是

否



波特蘭兒童利維興趣問卷調查

* 3. 您是父母/照顧者、養父母、青年或服務提供者嗎？

- 父母/照顧者
- 養父母
- 青年
- 其他 (請注明)
- 服務提供者
- 以上都不是



波特蘭兒童利維興趣問卷調查

* 4. * 如果您是直接與家庭合作的服務提供者, 您提供的服務最適合哪一類? (檢查所有適用項目)

- 幼童課外輔導
- 防止和幹預虐待兒童
- 寄養照顧
- 我不是服務提供者
- 我是服務提供者, 但我提供的服務不屬於這些類別中的任何一個類別



波特蘭兒童利維興趣問卷調查

* 5. 聯繫資訊

名	<input type="text"/>
姓	<input type="text"/>
城/鎮	<input type="text"/>
州/省	<input type="text" value="-- select state --"/>
郵遞區號	<input type="text"/>
電子郵箱	<input type="text"/>
電話號碼	<input type="text"/>

* 6. 您的性別認同是什麼？(檢查所有適用的)

- 女性 男性
- 男性
- 變性者
- 性別酷兒
- 非二元
- 不希望回答
- 其他 (請注明)

* 7. 家裡說的主要語言是什麼？(請只選擇一個。)

- 中文
- 英語
- 法語
- 韓語
- 俄語
- 西班牙語
- 塔加洛語
- 越南語
- 索馬裡語
- 粵語
- 普通話
- 索馬裡班圖
- 苗族
- 阿拉伯語
- 其他語言 (請注明)
- Other/multiple languages (please specify)

* 8. 您是否認同男女同性戀、雙性戀和變性者群體的成員？

- 是
- 否
- 不願回答

* 9. 您認為自己是移民/難民嗎？

- 是
- 否
- 不願回答

* 10. 您有5歲以下的孩子嗎？

- 是
- 否

* 11. 您有6-18歲的孩子嗎？

- 是
 否

* 12. 您的年齡包括在以下哪一段？

- 13歲或以下
 14 - 17
 18-20
 21-29
 30-39
 40-49
 50-59
 60歲或以上
 不願回答

* 13. 您完成的最高學歷是什麼？您的最高學位？

- 低於高中學歷
 高中學歷或同等學歷 (如 GED)
 上過大學, 但沒有學位
 學士學位
 本科學歷
 研究生
 願回答

* 14. 去年您的所有家庭成員總共賺了多少錢？

- \$0 至 \$9,999
 \$10,000 至 \$24,999
 \$25,000至 \$49,999
 \$50,000 至\$74,999
 \$75,000 至 \$99,999
 \$100,000 至 \$124,999
 \$125,000 至 \$149,999
 \$150,000 至 \$174,999
 \$175,000 至\$199,999
 \$200,000 及以上
 不願意回答

* 15. 您如何識別您的種族？(檢查所有適用的)

- 美洲印第安人或阿拉斯加印第安人
- 黑人或非裔美國人
- 拉丁裔/西班牙裔
- 亞洲裔
- 夏威夷原住民或其他太平洋島民
- 中東裔
- 白人或歐美裔
- 非洲裔移民
- 斯拉夫裔
- 他種族 (請注明)
- Some other race (please specify)

* 16. 您是殘疾兒童的父母嗎？

- 是
- 否
- 不願回答

* 17. 您有殘疾嗎？

- 是
- 否
- 願回答

* 18. 請檢查所有與您有過接觸的項目/組織。

- | | |
|---|--|
| <input type="checkbox"/> Albina Head Start/Early Head Start | <input type="checkbox"/> Meals on Wheels |
| <input type="checkbox"/> Boys & Girls Club | <input type="checkbox"/> Metropolitan Family Service |
| <input type="checkbox"/> Boys & Girls Clubs | <input type="checkbox"/> Morrison Child & Family Services |
| <input type="checkbox"/> Bradley Angle | <input type="checkbox"/> Mt. Hood Community College – Childcare Resource & Referral, Head Start & Early Head Start |
| <input type="checkbox"/> BRAVO Youth Orchestras | <input type="checkbox"/> Native American Youth and Family Center (NAYA) |
| <input type="checkbox"/> Camp Fire Columbia | <input type="checkbox"/> Neighborhood House |
| <input type="checkbox"/> College Possible | <input type="checkbox"/> New Avenues for Youth |
| <input type="checkbox"/> El Programa Hispano Católico | <input type="checkbox"/> Open School |
| <input type="checkbox"/> Ethos Music Center | <input type="checkbox"/> Oregon Food Bank |
| <input type="checkbox"/> Friendly House | <input type="checkbox"/> Playworks Education Energized |
| <input type="checkbox"/> Friends of the Children | <input type="checkbox"/> Portland Opportunities Industrialization Center (POIC) |
| <input type="checkbox"/> Girls Inc | <input type="checkbox"/> Portland Public Schools Head Start |
| <input type="checkbox"/> Hacienda CDC | <input type="checkbox"/> REAP |
| <input type="checkbox"/> Human Solutions | <input type="checkbox"/> Salvation Army West Women's and Children's Shelter |
| <input type="checkbox"/> Immigrant & Refugee Community Organization (IRCO) | <input type="checkbox"/> Saturday Academy |
| <input type="checkbox"/> Impact Northwest | <input type="checkbox"/> Self Enhancement, Inc. (SEI) |
| <input type="checkbox"/> Janus Youth Programs/Insights Teen Parent Services | <input type="checkbox"/> The Pathfinder Network |
| <input type="checkbox"/> KairosPDX | <input type="checkbox"/> Volunteers of America Oregon |
| <input type="checkbox"/> Latino Network | <input type="checkbox"/> Youth, Rights & Justice |
| <input type="checkbox"/> Legacy Health Systems/CARES NW | <input type="checkbox"/> I have not participated in any of these programs/organizations. |
| <input type="checkbox"/> LifeworksNW | |

* 19. 您和您的孩子是否參與過寄養制度？

- 是的, 我在寄養家庭,
- 我是養父母
- 我是養父母, 小時候被寄養
- 我的孩子被寄養了
- 我和我的孩子一直在寄養
- 不
- 不願回答

* 20. 您經歷過無家可歸嗎？

- 是
- 否
- 不願回答



波特蘭兒童利維興趣問卷調查

我們感謝您花時間參加這次調查。您的回復已被記錄。

非常感謝您的參與。請訪問波特蘭兒童利維、臉書, 推特, 和Instagram瞭解關於我們的更多資訊!



Bảng Câu Hỏi về Mối Quan Tâm của Portland Children's Levy

Chào Mừng Bạn!

Cơ Hội Tham Gia Hoạt Động Cộng Đồng của Portland Children's Levy

Empress Rules và Portland Children's Levy xin cảm ơn bạn đã dành thời gian điền vào bảng câu hỏi này về mối quan tâm. Cảm ơn bạn đã sẵn sàng đóng góp cho cộng đồng chúng ta.

Thông tin cơ bản

Cứ mỗi 5 năm, Levy tiến hành một quy trình tiếp xúc với cộng đồng để thông báo về các ưu tiên tài trợ cho giai đoạn Levy tiếp theo.

Levy hợp tác với Empress Rules, một công ty tư vấn hợp tác với các tổ chức để tạo ra các môi trường hòa nhập và đã xây dựng các mối quan hệ lâu dài với các cộng đồng đa dạng ở Portland. Chúng tôi muốn tiếp xúc với các nhóm thành viên đa dạng hơn trong cộng đồng - nhất là những người trước đây chưa tham gia.

Tiếng nói của các nhóm dân trước đây bị gạt ra ngoài quá thường xuyên không được lắng nghe trong quy trình quyết định. Đó là lý do tại sao chúng tôi muốn nghe ý kiến của bạn về các dịch vụ dành cho trẻ em trong cộng đồng của bạn, nhất là những trẻ bị ảnh hưởng nhiều nhất bởi những bất bình đẳng mang tính lịch sử.

Xem đoạn video [30 giây](http://www.portlandchildrenslevy.org/community-engagement-faq) này để biết thêm thông tin về Portland Children's Levy và truy cập <http://www.portlandchildrenslevy.org/community-engagement-faq> để tìm hiểu về quy trình tiếp xúc cộng đồng.



Bảng Câu Hỏi về Mối Quan Tâm của Portland Children's Levy

Bảng Câu Hỏi về Mối Quan Tâm của Portland Children's Levy

Chúng tôi xác nhận rằng một số câu hỏi này mang tính cá nhân. Chúng tôi đặt ra các câu hỏi này vì chúng tôi muốn đảm bảo chúng tôi bao gồm nhiều quan điểm đa dạng nhất có thể. Portland Children's Levy đánh giá cao nhiều quan điểm. Cảm ơn trước về sự thông cảm của bạn.

* 1. Sự đồng ý - Tôi đã đọc thông tin bên trên và đã có cơ hội đặt câu hỏi và các câu hỏi của tôi đã được giải đáp. Nếu tôi có thêm thắc mắc, tôi đã được cho biết nên liên lạc với ai. Tôi đồng ý tham gia Quy Trình Tiếp Xúc của Portland Children's Levy.

Có

Không



Bảng Câu Hỏi về Mối Quan Tâm của Portland Children's Levy

* 2. Thông Tin Liên Hệ

Tên	<input type="text"/>
Tên	<input type="text"/>
Thành Phố/Thị Trấn	<input type="text"/>
chọn tiểu bang	-- select state -- <input type="button" value="v"/>
Mã ZIP/Mã Bưu Chính	<input type="text"/>
Địa Chỉ Email	<input type="text"/>
Số Điện Thoại	<input type="text"/>

* 3. Bạn có muốn tham gia một khảo sát có trả công không? (\$10,00)

- Có
- Không



Bảng Câu Hỏi về Mối Quan Tâm của Portland Children's Levy

* 4. Bạn là cha mẹ/người chăm sóc, cha mẹ bảo trợ, thanh thiếu niên hoặc nhà cung cấp dịch vụ?

- Cha Mẹ/Người Chăm Sóc
- Nhà Cung Cấp Dịch Vụ
- Cha Mẹ Bảo Trợ
- Không có trường hợp nào bên trên
- Thanh Thiếu Niên



Bảng Câu Hỏi về Mối Quan Tâm của Portland Children's Levy

* 5. Nếu bạn là một nhà cung cấp dịch vụ làm việc trực tiếp với các gia đình, dịch vụ bạn cung cấp phù hợp với phân loại nào nhất? (Chọn tất cả các trường hợp phù hợp)

- | | |
|---|---|
| <input type="checkbox"/> Đầu Đờ | <input type="checkbox"/> Chăm Sóc Bảo Trợ |
| <input type="checkbox"/> Sau Giờ Học | <input type="checkbox"/> Cứu Đói |
| <input type="checkbox"/> Tư Vấn | <input type="checkbox"/> Tôi là một nhà cung cấp dịch vụ, nhưng các dịch vụ tôi cung cấp không nằm trong bất kỳ phân loại nào trong số này. |
| <input type="checkbox"/> Phòng Ngừa và Can Thiệp Ngược Đãi Trẻ Em | <input type="checkbox"/> Tôi không phải là một nhà cung cấp dịch vụ |



Bảng Câu Hỏi về Mối Quan Tâm của Portland Children's Levy

* 6. Vui lòng cho biết xác định giới tính của bạn? (Chọn tất cả các trường hợp phù hợp)

- Nữ
- Nam
- Chuyển Giới
- Không Xác Định Giới Tính
- Không muốn trả lời
- Khác (vui lòng nêu rõ)
- Other (please specify)

* 7. Vui lòng cho biết ngôn ngữ chính được nói ở nhà là gì? (Vui lòng chỉ chọn một.)

- Tiếng Hoa
- Tiếng Anh
- Tiếng Pháp
- Tiếng Hàn
- Tiếng Nga
- Tiếng Tây Ban Nha
- Tiếng Tagalog
- Tiếng Việt
- Tiếng Somali
- Tiếng Quảng Đông
- Tiếng Quan Thoại
- Tiếng Mai Mai
- Tiếng Hmong
- Tiếng Ả Rập
- Khác/nhiều ngôn ngữ (vui lòng nêu rõ)

* 8. Bạn có nhận là thành viên của cộng đồng LGBTQ không?

- Có
- Không
- Không muốn trả lời

* 9. Bạn có nhận là người nhập cư/tị nạn không?

- Có
- Không
- Không muốn trả lời

* 10. Bạn có con trong độ tuổi mới sinh đến 5 tuổi không?

- Có
- Không

* 11. Bạn có con trong độ tuổi 6 đến 18 tuổi không?

- Có
- Không

* 12. Bạn có con trong độ tuổi 6 đến 18 tuổi không?

- | | |
|------------------------------------|--|
| <input type="radio"/> 13 trở xuống | <input type="radio"/> 40-49 |
| <input type="radio"/> 14 - 17 | <input type="radio"/> 50-59 |
| <input type="radio"/> 18-20 | <input type="radio"/> 60 tuổi trở lên |
| <input type="radio"/> 21-29 | <input type="radio"/> Không muốn trả lời |
| <input type="radio"/> 30-39 | |

* 13. Vui lòng cho biết trình độ học vấn cao nhất của bạn hoặc bằng cấp cao nhất mà bạn đã nhận?

- | | |
|---|--|
| <input type="radio"/> Dưới tốt nghiệp trung học | <input type="radio"/> Bằng cử nhân |
| <input type="radio"/> Tốt nghiệp trung học hoặc tương đương (ví dụ GED) | <input type="radio"/> Bằng cao học |
| <input type="radio"/> Khoảng đại học nhưng không có bằng | <input type="radio"/> Không muốn trả lời |
| <input type="radio"/> Bằng cao đẳng | |

* 14. Tất cả các thành viên trong HỘ GIA ĐÌNH của bạn đã kiếm được tổng bao nhiêu tiền kết hợp vào năm ngoái?

- | | |
|---|---|
| <input type="radio"/> \$0 đến \$9.999 | <input type="radio"/> \$125.000 đến \$149.999 |
| <input type="radio"/> \$10.000 đến \$24.999 | <input type="radio"/> \$150.000 đến \$174.999 |
| <input type="radio"/> \$25.000 đến \$49.999 | <input type="radio"/> \$175.000 đến \$199.999 |
| <input type="radio"/> \$50.000 đến \$74.999 | <input type="radio"/> \$200.000 trở lên |
| <input type="radio"/> \$75.000 đến \$99.999 | <input type="radio"/> Không muốn trả lời |
| <input type="radio"/> \$100.000 đến \$124.999 | |

* 15. Vui lòng cho biết chủng tộc/sắc tộc của bạn? (Chọn tất cả các trường hợp phù hợp)

- Người Mỹ Bản Xứ hoặc Người Alaska Bản Xứ
- Người Da Đen hoặc Mỹ Gốc Phi
- Người Mỹ Latin/Gốc Tây Ban Nha
- Người Châu Á
- Người Hawaii Bản Xứ hoặc Người Các Đảo Thái Bình Dương Khác
- Người Trung Đông
- Người Da Trắng hoặc Mỹ Gốc Âu
- Người Nhập Cư Châu Phi
- Người Slave
- Chủng tộc khác nào đó (vui lòng nêu rõ)

* 16. Bạn có phải là cha mẹ của trẻ khuyết tật không?

- Có
- Không
- Không muốn trả lời

* 17. Bạn có bị khuyết tật không?

- Có
- Không
- Không muốn trả lời

* 18. Vui lòng chọn tất cả các chương trình/tổ chức sau đây mà bạn đã có tiếp xúc.

- | | |
|---|--|
| <input type="checkbox"/> Albina Head Start/Early Head Start | <input type="checkbox"/> Meals on Wheels |
| <input type="checkbox"/> Boys & Girls Aid | <input type="checkbox"/> Metropolitan Family Service |
| <input type="checkbox"/> Boys & Girls Clubs | <input type="checkbox"/> Morrison Child & Family Services |
| <input type="checkbox"/> Bradley Angle | <input type="checkbox"/> Mt. Hood Community College – Childcare Resource & Referral, Head Start & Early Head Start |
| <input type="checkbox"/> BRAVO Youth Orchestras | <input type="checkbox"/> Native American Youth and Family Center (NAYA) |
| <input type="checkbox"/> Camp Fire Columbia | <input type="checkbox"/> Neighborhood House |
| <input type="checkbox"/> College Possible | <input type="checkbox"/> New Avenues for Youth |
| <input type="checkbox"/> El Programa Hispano Católico | <input type="checkbox"/> Open School |
| <input type="checkbox"/> Ethos Music Center | <input type="checkbox"/> Oregon Food Bank |
| <input type="checkbox"/> Friendly House | <input type="checkbox"/> Playworks Education Energized |
| <input type="checkbox"/> Friends of the Children | <input type="checkbox"/> Portland Opportunities Industrialization Center (POIC) |
| <input type="checkbox"/> Girls Inc | <input type="checkbox"/> Portland Public Schools Head Start |
| <input type="checkbox"/> Hacienda CDC | <input type="checkbox"/> REAP |
| <input type="checkbox"/> Human Solutions | <input type="checkbox"/> Salvation Army West Women's and Children's Shelter |
| <input type="checkbox"/> Immigrant & Refugee Community Organization (IRCO) | <input type="checkbox"/> Saturday Academy |
| <input type="checkbox"/> Impact Northwest | <input type="checkbox"/> Self Enhancement, Inc. (SEI) |
| <input type="checkbox"/> Janus Youth Programs/Insights Teen Parent Services | <input type="checkbox"/> The Pathfinder Network |
| <input type="checkbox"/> KairosPDX | <input type="checkbox"/> Volunteers of America Oregon |
| <input type="checkbox"/> Latino Network | <input type="checkbox"/> Youth, Rights & Justice |
| <input type="checkbox"/> Legacy Health Systems/CARES NW | <input type="checkbox"/> Tôi đã không tham gia bất kỳ chương trình/tổ chức nào trong số này. |
| <input type="checkbox"/> LifeworksNW | |

* 19. Bạn vào cuộc con của bạn có từng tham gia hệ thống chăm sóc bảo trợ không?

- Có, tôi là/đã là trẻ bảo trợ
- Tôi là cha mẹ bảo trợ
- Tôi là cha mẹ bảo trợ và tôi đã là trẻ bảo trợ khi còn nhỏ
- Con tôi là trẻ bảo trợ
- Con tôi và tôi đã là trẻ bảo trợ
- Không
- Không muốn trả lời

* 20. Bạn có từng gặp tình trạng vô gia cư không?

- Có
- Không
- Không muốn trả lời



Bảng Câu Hỏi về Mối Quan Tâm của Portland Children's Levy

Cảm ơn bạn đã tham gia cuộc khảo sát này. Câu trả lời của bạn đã được ghi lại.

Rất cảm ơn sự tham gia của bạn. Vui lòng ghé thăm [Portland Children's Levy](#) trên [Facebook](#), [Twitter](#), và [Instagram](#) để tìm hiểu thêm về chúng tôi!

APPENDIX E

Community Survey

All Languages



**Portland Children's Levy
Community Engagement**

Evaluation Report | April 2019



Portland Children's Levy Combined Questionnaire and Survey

Community Survey

Thank you so much for being willing to provide feedback on such an important opportunity. The Portland Children's Levy is a city property tax that raises funds to support children and families. The Levy will be investing about \$19 million per year to work on the following goals:

- Prepare children for school
- Support children's success in and out of the classroom
- Reduce racial and ethnic disparities in children's well-being and school success

This survey asks for your input on the work of the Portland Children's Levy. By law, the Levy must invest in the following types of programs: early childhood, after school, mentoring, hunger relief, foster care, and child abuse prevention and intervention. The survey asks questions related to each of these program areas. Please answer the questions in the survey that you have thoughts and opinions about. If you don't have an opinion, you may select "I don't know."

Survey results will inform funding priorities for the next Levy period. Results of this survey will be available in Spring 2019 at www.portlandchildrenslevy.org

Watch this [30-second](#) video to hear more about the Portland Children's Levy.

You will receive your \$10 E- gift card within 72hrs of completing the survey. If you have any questions, please send an email to contact@empressrules.net

Thank you so much!

Kindly,

Kheoshi Owens
CEO of Empress Rules
www.EmpressRules.net



Portland Children's Levy Combined Questionnaire and Survey

Early Childhood

* 21. The Levy's total annual funding must be divided among 6 program focus areas. Please rank the below program focus areas in order of which should receive most funding, 1 being the area that should receive the most funding, 6 being the area that should receive the least funding.

☰	⬇	Early Childhood
☰	⬇	After School
☰	⬇	Mentoring
☰	⬇	Hunger Relief
☰	⬇	Foster Care
☰	⬇	Child Abuse Prevention/Intervention

* 22. I think the biggest way that the Children's Levy can help children be ready to start kindergarten is: (Choose only one answer)

- Help with access to affordable, high-quality preschools (small child to caregiver/teacher ratios/follow state standards)
- Programs supporting families, child care providers and teachers in teaching their child and guiding the child's behavior
- Home visits to provide support and education for the family
- Access to information to prepare parents for important milestones (when to start school, programs available, child wellness check-ups, available resources)
- I don't know



Portland Children's Levy Combined Questionnaire and Survey

* 23. I think parents and families of young children in my community would like support with:
(Choose up to three answers)

- Information about child development
- Information about how to play or talk with their child
- Information about any condition or disability their child might have
- Connecting to other parents of similar aged children in their community
- Connecting to online or digital resources and support
- Access to education classes about parenting
- Choosing or paying for childcare of their choice
- Having someone to talk to about parenting challenges in life
- I don't know

* 24. To best prepare children for success once they enter Kindergarten, the most important thing for an earlychildhood childcare setting to offer is: (Choose only one answer)

- Frequent, positive, warm interactions among adults and children
- Planned learning activities with materials appropriate to children's age and development
- Teachers and support staff who are trained to stay up to date on current research about brain development to provide a challenging, nurturing, supportive environment for young children
- Enough adults to respond to individual children with ongoing, systematic evaluation of all program components and personnel
- Regular communication with parents who are welcomed visitors at all times
- I don't know

* 25. When service providers conduct home visits with families with young children, it is most important that the person is someone who: (Choose only one answer)

- Offers emotional support
- Speaks my language, understands my culture/values (culturally specific)
- Helps families understand typical development for a baby or young child
- Offers information to parents to help their child grow up healthy
- Offers resources to parents if there are concerns or needs (for the parents or the child; e.g. diapers, clothing, food)
- I don't Know

26. If home visits happen, I think the person who visits a family's home should: (Choose only one answer)

- Be a medical professional/mental health professional
- Be a parent
- Have experience working with families
- Understand and respect other cultures and identities
- Share the culture or identity of the people they serve
- I don't know

* 27. I think parents and families in my community want child care (either for children under age 5 or for children in elementary school) that: (Choose only one answer)

- They choose for their child and is no or low cost
- Is available around working parents' schedules
- Is culturally responsive, culturally relevant, or is in their language
- Has highly trained or educated staff
- Has state standards set and are measured for outcomes
- At my child's school/At my school (for teen parents)
- I don't know



Portland Children's Levy Combined Questionnaire and Survey

After School

* 28. The most important way to promote academic success for children and youth is: (Choose only one answer)

- Help students learn academic skills to catch up (reading, writing, math skill building)/provide tutoring to keep them on track
- Offer students academic help to get ahead of their current grade or level
- Provide healthy relationship building, support, and/or help with behavior
- Have a liaison between parents and schools to help parents support their children academically
- Help students connect academics to career exploration
- I don't know

* 29. I think after-school programs should offer: (Choose up to three answers)

- Recreational / sports / exercise programs
- Cultural programming (Culturally Specific Dance, Cooking, Crafts, etc)
- Nature focused (hiking, kayaking, climbing)
- Fine Arts (Drawing, Painting)
- Performing Arts (Dance, Theater, Film)
- Expressive Writing (Poetry, Journalism, Yearbook, Slam, Rap)
- Science, Technology, Engineering & Mathematics (STEM)
- Music (Singing, Band)
- Something else? _____
- I don't know



Portland Children's Levy Combined Questionnaire and Survey

Mentoring

30. I believe the role of a mentor should be to: (Choose only one answer)

- Support youth in a specific interest (science, art, music, etc.)
- Support youth with academic achievement and school success
- Give a child or youth a job shadow/career specific coaching
- Offer youth opportunities for new experiences
- Be an advocate for youth in institutions (school, justice system, resources)
- I don't know

* 31. I think it is important that children and youth have mentors: (Choose only one answer)

- Who are regular members of their community (neighborhood, school, faith community, etc.) that have relationships with their family/not paid for mentoring
- Who are just a few years older
- Who have training and experience in working with children and youth
- Who share an identity with them (racial, ethnic, religious, language, LGBTQIA)
- Who work with their school/whose job includes mentoring
- Who have college degrees
- I don't know



Portland Children's Levy Combined Questionnaire and Survey

Hunger Relief

32. Have you/someone in your household ever experienced food insecurity, that is, not knowing where your next meal is coming from, or involuntarily eating less than you need, on a regular basis, for a period of time lasting more than a month?

- Yes
- No

* 33. When families and children in my community are in need of nutritious and healthy food, the best way for them to get the food is: (Choose up to three answers)

- Food pantries or food boxes available in community places in my neighborhood
- Food pantries or food boxes available in places of worship
- Food pantries or food boxes available in schools
- Prepared meals delivered to the neighborhood
- Prepared meals provided in community places
- Prepared meals provided in places of worship
- Prepared meals delivered to homes
- Food sharing within my community (informal sources such as family and friends)
- Gardens and gardening education in the community and / or schools
- School program (free breakfast, lunch, dinner)
- Free Summer Lunches
- I don't know

* 34. The main barriers to accessing programs that provide food are: (Choose up to three answers)

- People don't know about programs that help with food
- Families can't find out about food resources in their primary
- Food offered isn't culturally appropriate
- People don't feel comfortable with the process of getting the food (releasing personal information, documentation requirements e.g. proof of residency, proof of need, referral letter)
- People don't meet eligibility requirements to receive food
- People lack transportation to get the food
- Times food is available don't work with people's schedules
- People feel embarrassed about asking for help with accessing food
- Disabilities or chronic health conditions of people needing food limit their ability to go to places where/when food is available
- I don't know



Portland Children's Levy Combined Questionnaire and Survey

Fostercare

* 35. I think the most important service children and youth in foster care need is: (Choose only one answer)

- Counseling/support
- Consistent relationships with supportive adults who are not related, as mentors
- Guidance/support in making the transition between foster care and independent living
- Support in building and maintaining relationships with family members (aunts, uncles, grandparents)
- Academic support (early childhood through college)
- I don't know

* 36. I think the most important thing that children and youth in foster care need to make a successful transition out of foster care is: (Choose only one answer)

- Financial literacy (money management skills)
- Higher education & vocational opportunities
- Help finding and maintaining employment
- Knowledge of how to secure stable housing
- Health & wellness lifestyle
- Mentorship
- A support network
- I don't know

* 37. I think the most important thing that Foster Parents need to support children and youth in their care is: (Choose only one answer)

- Information about how to provide a safe, structured environment for children
- Support gaining cultural understanding when fostering across difference
- Skills and training in managing behavior
- Ability to support children with developmental delays and other special needs
- Understand the impact of trauma on children
- I don't know



Portland Children's Levy Combined Questionnaire and Survey

Child Abuse Prevention and Intervention

* 38. What support do families need if there are concerns about physical abuse happening?
(Choose only one answer)

- Parenting education classes focused on managing child behavior at different stages of development
- Respite care for their children (children cared for while parents take a break from parenting)
- Domestic violence supports and services
- Specialized preschool services for children who are at risk of abuse and/or neglect
- A support person to listen to parents, reduce stress and help them create a safe family structure
- Mental health therapy/counseling for children, parents and families
- Support groups of other parents dealing with similar issues
- I don't know

39. What support do families need if there are concerns about neglect happening? (Choose only one answer)

- Mental health therapy/counseling for children, parents and families
- Recovery supports for families involved with substance abuse/addictions
- Support for children whose parents are in residential or outpatient treatment
- Connection to needed services and resources (housing, food, financial, medical care, jobs, etc.)
- Specialized preschool services for children who are at risk of abuse and/or neglect
- The removal of systemic barriers that stand in the way of accessing resources
- Support groups of other parents dealing with similar issues
- Access to parenting education classes
- A support person to listen to parents and help them create a safe family structure
- I don't know

* 40. What support do families need if there are concerns about sexual abuse happening?
(Choose only one answer)

- Mental health therapy/counselling for children, parents, and families
- Support groups of youth and children dealing with similar issues
- Support groups for non-offending family members
- Wraparound support in the community and school that is understanding of trauma
- Support making a plan to keep the family safe
- I don't know

41. I believe that there would be less child sexual abuse in my community if: (Choose only answer)

- More adults, youth, and children understood body safety rules (ok touch and not ok touch)
- More adults, youth, and children understood healthy boundaries (ok sharing and too much sharing)
- More adults, youth, and children understood when there is and is not consent (when it is ok to touch my/someone else's body when it is not ok to touch my/someone else's body)
- Older people (adults and older youth) had empathy for youth and children (Listen to understand youth and children's perspective)
- Adults understood more about appropriate sexual development (Is my/my child's behavior appropriate for their age?)
- Adults supported youth and children in having a say about their bodies
- There were no harmful beliefs about boys/girls/youth and their gender and sexual expression
- I don't know



Portland Children's Levy Combined Questionnaire and Survey

Levy Wide

* 42. In your opinion, what is the most important characteristic of high-quality services for children and families? (Choose only one answer)

- Multicultural representation in the staff who provide services
- Culturally responsive and culturally relevant programs
- Access (flexible hours of operation/no cost/Transportation provided)
- Communication between program and family
- Research informed or research-based
- I don't know

* 43. In order for children and youth to succeed, the Levy should invest in organizations that: (Choose only one answer)

- Engage with parents and students when building policies that affect them
- Have management and staff who reflect the populations that they serve
- Have consistent staff relationships with youth and families
- Have a commitment to racial equity/fighting historical inequities
- Have researched based solutions
- Listens to, and are responsive to, the voices of the youth/families they serve
- I don't know



Portland Children's Levy Combined Questionnaire and Survey

We define racial equity as both an outcome and a process. As an outcome, we achieve racial equity when race no longer determines one's socioeconomic outcomes; when everyone has what they need to thrive, no matter where they live. As a process, we apply racial equity when those most impacted by structural racial inequity are meaningfully involved in the creation and implementation of the institutional policies and practices that impact their lives.

When we achieve racial equity:

People, including people of color, are owners, planners, and decision-makers in the systems that govern their lives. We acknowledge and account for past and current inequities, and provide all people, particularly those most impacted by racial inequities, the infrastructure needed to thrive.

Everyone benefits from a more just, equitable system.

SOURCE:

What Is Racial Equity? (n.d.). Retrieved from <https://www.centerforsocialinclusion.org/our-work/what-is-racial-equity/>

*** 44. What needs to happen so that resources can be accessed equitably? (Choose only one answer)**

- Include me/my family in the planning process
- Create materials in my language
- Hire people from my community/my culture
- Talk about the history and impact of discrimination
- Have the community allocate the resources
- Other _____
- I don't know

*** 45. Are you interested in participating in a paid focus group to help identify community solutions to improve outcomes for children and families?**

- Yes
- No



Анкета-опросник организации Portland Children's Levy (фонда помощи детям города Лортленд)

Обращение:

В рамках Фонда помощи детям города Портленд («Portland Children's Levy») – поступления от сборов городского налога на имущество используются для финансовой поддержки детей и малоимущих семей. Ежегодно средства Фонда в сумме приблизительно 19 миллионов долларов предполагается инвестировать в следующие программы:

- Подготовки детей к школе
- Оказания помощи детям в учебе и обеспечения их участия во внеклассных мероприятиях
- Искоренения расового и этнического неравенства среди школьников и создания равных возможностей для всех учеников для достижения успеха

Анкета-опросник предназначена, чтобы узнать ваше мнение о работе «Фонда помощи детям города Портленд» («Portland Children's Levy»). По закону средства Фонда должны быть инвестированы в следующие типы программ: программы раннего развития, присмотра после школы, наставничества, предоставления бесплатного питания нуждающимся, воспитания в патронатных семьях, а также предотвращения насилия над детьми. В анкетно-опроснике предлагается ответить на вопросы по каждой из перечисленных выше категорий. Пожалуйста, ответьте на те вопросы, по которым вы имеете сложившуюся точку зрения. Если у вас нет собственного мнения по какому-либо вопросу, не отвечайте на него, или выберите из вариантов ответов «Не знаю».

Администрация Фонда установит приоритетные направления развития на следующий период в соответствии с результатами опроса. Результаты опроса будут опубликованы весной 2019 года на веб-сайте www.portlandchildrenslevy.org

Пожалуйста, посмотрите короткий видео-ролик ([30 секунд](#)) о работе организации «Portland Children's Levy».

* 21. Ежегодное финансирование Фонда необходимо распределить между 6 специальными программами. Пожалуйста, расставьте указанные ниже программы в порядке приоритетности получения финансирования от 1 до 6, где 1 – наибольшая приоритетность финансирования, а 6 – наименьшая.

☰	⬆	Early Childhood (Раннее развитие)
☰	⬆	After School (Присмотр после школы)
☰	⬆	Mentoring (Наставничество)
☰	⬆	Hunger Relief (Накормить голодных)
☰	⬆	Foster Care (Патронатные семьи)
☰	⬆	Child Abuse Prevention/Intervention (Предотвращение насилия над детьми)

* 22. Самый лучший способ помочь детям подготовиться к обучению в младших классах (Kindergarten): (Выберите только один ответ)

- Предоставить детям возможность посещать дошкольные учреждения, предлагающие обслуживание высокого качества (с небольшим количеством воспитанников на одного воспитателя в соответствии со стандартами штата)
- Осуществлять поддержку семей, воспитателей и детских учреждений, предоставляя помощь в воспитании и обучении детей
- Посещение семей по месту жительства специалистами для поддержки и просветительской работы с родителями
- Доступ родителей к информации о важнейших этапах жизни ребенка (когда начать обучение в школе, какие варианты общего образования доступны, как и когда проводить осмотры состояния здоровья ребенка, имеющиеся ресурсы)
- Не знаю

* 23. По моему мнению, проживающие в нашем районе родители и семьи, имеющие маленьких детей, больше всего нуждаются в поддержке по следующим вопросам: (Выберите от 1 до 3 ответов)

- Информация о развитии детей
- Информация о том, как играть и общаться с ребенком
- Информация о возможных проблемах в развитии детей
- Возможность общаться с родителями детей сходного возраста по месту жительства
- Доступ к цифровым или онлайн-ресурсам и техническая поддержка
- Доступ к образовательным программам по вопросам воспитания детей
- Выбор или оплата дошкольных учреждений или воспитателей
- Возможность обменяться опытом о сложностях в воспитании детей
- Не знаю

* 24. Для того, чтобы лучше всего подготовить детей к успешному обучению в младших классах школы (Kindergarten), детское дошкольное учреждение, должно выполнять определенные правила: (Выберите только один ответ)

- Установить традиции позитивного, доверительного общения взрослых с детьми
- Проводить запланированные обучающие мероприятия с использованием учебных материалов, соответствующих возрасту и уровню развития детей
- Нанимать на работу учителей и воспитателей, которые обучены следить за последними исследованиями о развитии мозга с целью создания благоприятных условий для развития детей
- Иметь в наличии достаточное количество сотрудников для удовлетворения потребностей детей, а также проводить систематические проверки всех компонентов учебной программы и персонала, участвующего в их реализации
- Регулярно общаться с родителями и приглашать их посещать дошкольное учреждение по их желанию
- Не знаю

* 25. Когда представители организаций, оказывающих услуги, посещают семьи с маленькими детьми, необходимо, чтобы данные сотрудники: (Выберите только один ответ)

- Предоставляли эмоциональную поддержку
- Говорили на моем языке, понимали мои культурные ценности (в зависимости от культуры)
- Помогали семьям понять процесс развития ребенка
- Предоставляли родителям информацию о том, как вырастить здорового ребенка
- Предоставляли родителям доступ к необходимым ресурсам (для родителей или ребенка, например, впитывающие подгузники, одежду, продукты питания)
- Не знаю

* 26. Сотрудник, посещающий семью по месту ее проживания, по моему мнению, должен: (Выберите только один ответ)

- Быть медицинским работником/специалистом в области психического здоровья
- Быть родителем (иметь своих детей)
- Иметь опыт общения с семьями
- Понимать и уважать другие культуры и национальную самобытность
- Принадлежать к той же культуре, что и семья, которую он/она посещает
- Не знаю

* 27. По моему мнению, родители и семьи нашего района испытывают необходимость в детских дошкольных учреждениях (либо для детей в возрасте до 5 лет, либо для учащихся начальной школы): (Выберите только один ответ)

- которые они могут выбрать самостоятельно, и оплата за пребывание в которых является низкой или не взимается
- которые доступны в часы работы родителей
- в которых учитываются культурные особенности или говорят на их родном языке
- в которых принимают на работу высококвалифицированных и образованных специалистов
- которые следуют установленным штатом стандартам и оцениваются по результатам работы
- которые находятся в помещении школы, где учится мой ребенок/в помещении школы, где обучаюсь я (для родителей подросткового возраста)
- Не знаю

* 28. Самый важный способ содействовать повышению академической успеваемости детей и подростков: (Выберите только один ответ)

- Помочь ученикам овладеть навыками обучения, чтобы преодолеть отставание (чтение, письмо, математика)/ предоставить дополнительные индивидуальные занятия
- Предоставить ученикам помощь в учебе для достижения успехов, превышающих их настоящий уровень/класс
- Помочь построить здоровые отношения со сверстниками, оказать поддержку в случае наличия проблем поведения
- Установить связи между семьями и школой, чтобы помочь родителям поддерживать их детей в учебе
- Помочь ученикам связать полученные в школе знания с работой в определенной области
- Не знаю

* 29. По моему мнению, программы внешкольных занятий должны включать в себя: (Выберите от 1 до 3 ответов)

- Тдых/развлечения/занятия спортом/
- Культурно-ориентированные программы (этнические танцы, кулинария, ремесла, и т. д)
- Отдых на природе (прогулки, прогулки на каяках по рекам, скалолазание)
- Изящные искусства (рисование карандашами и красками)
- Исполнительское искусство (танцы, драматическое искусство, кино)
- Писательское мастерство (поэзия, журналистика, школьный ежегодник, слэм, рэп)
- Наука, техника, инженерия и математика (STEM)
- Музыка (пение, игра на муз. инструментах)
- Другое? _____
- Не знаю

* 30. По моему мнению, роль наставника должна включать в себя: (Выберите только один ответ)

- Поддержку определенной области интересов подростков (наука, искусство, музыка, и т.д.)
- Поддержку подростков в учебе
- Возможность для ребенка или подростка наблюдать за работой специалистов/выбрать область деятельности на будущее
- Возможности для подростков в получении новых знаний и опыта
- Защиту интересов подростка в различных организациях (школе, в правоохранительных органах, фондах)
- Не знаю

* 31. Я считаю, что детям и подросткам важно иметь наставников: (Выберите только один ответ)

- которые являются постоянными членами их сообществ (жилого района, школы, религиозной общины, и т.д.), знакомы с их семьей/не получают оплаты за наставничество
- которые старше лишь на несколько лет
- которые имеют опыт работы с детьми и получили соответствующее образование
- которые имеют общую с детьми и подростками идентичность (расовую, этническую, религиозную, говорят на одном языке, ЛГБТКИА)
- которые работают в школе/ профессиональная деятельность которых включает в себя наставничество
- которые имеют диплом об окончании колледжа
- Не знаю

* 32. Страдал ли кто-либо из Ваших родственников, проживающих совместно с Вами, от недостатка продовольствия, то есть не знал (-а) где и как найти средства для покупки продуктов питания для следующего приема пищи, либо регулярно потреблял (-а) меньше пищи против собственного желания в течение, по крайней мере, месяца?

- Да
- Нет

* 33. Когда семьи в нашем районе нуждаются в полезной для здоровья пище, лучшими возможностями получить ее являются: (Выберите от 1 до 3 ответов)

- Пункты раздачи еды (food pantries/food boxes) в нашем районе проживания
- Пункты раздачи еды (food pantries/food boxes) в местах богослужений
- Пункты раздачи еды (food pantries/food boxes) в школах
- Готовая еда, доставляемая в район проживания
- Готовая еда в общественных центрах
- Готовая еда в местах богослужений
- Готовая еда, доставляемая по месту проживания
- Помощь друзей и родственников в обеспечении питанием
- Выращивание собственных овощей, а также информация о садоводстве и огородничестве в школах и общественных центрах
- Школьные программы питания (бесплатные завтраки, обеды, ужины)
- Бесплатные летние обеды
- Не знаю

* 34. Основные преграды к участию в программах бесплатной раздачи продуктов питания:
(Выберите от 1 до 3 ответов)

- Жители не знают о наличии программ бесплатного распределения продуктов питания
- Информация о бесплатном распределении продуктов питания недоступна на родном языке жителей
- Бесплатно предлагаемые продукты питания не отвечают культурным устоям этнической группы
- Жителей не устраивает процесс получения бесплатных продуктов питания (сообщение личных данных, предоставление документов, напр., подтверждение места проживания, насущной необходимости, подтверждающее письмо куратора)
- Социально-экономическое положение жителей не отвечает критериям для бесплатного предоставления им продуктов питания
- Жители не имеют доступа к транспорту, чтобы привезти продукты питания домой
- Неудобное расписание работы пунктов выдачи продуктов питания
- Жители стесняются просить о помощи в предоставлении им бесплатных продуктов питания
- Физические недостатки или хронические заболевания ограничивают возможности жителей добраться до пунктов распределения продуктов питания
- Не знаю

* 35. По моему мнению, дети и подростки в патронатных семьях более всего нуждаются в следующих услугах: (Выберите только один ответ)

- Консультации/поддержка
- Постоянные доверительные отношения со взрослыми, которые не являются членами семьи, а выступают в качестве наставников
- Руководство/поддержка при переходе из-под опеки патронатной семьи к независимой жизни
- Помощь в построении и поддержке связей с членами семьи (тетями, дядями, дедушками и бабушками)
- Поддержка в учебе (с раннего возраста до окончания колледжа)
- Не знаю

* 36. Для успешной самостоятельной жизни после воспитания в патронатной семье детям и подросткам необходимо: (Выберите только один ответ)

- Финансовая грамотность (умение распоряжаться деньгами)
- Высшее образование и опыт работы
- Помощь в поиске постоянной работы и ее наличие
- Умение обеспечить себе стабильное жилье
- Здоровье и здоровый образ жизни Наставничество
- Сеть поддержки
- Не знаю

* 37. По моему мнению, патронатным семьям в уходе за детьми и подростками в первую очередь необходимо иметь: (Выберите только один ответ)

- Информацию о том, как создать безопасную, правильно организованную среду для детей
- Поддержку в понимании культурных различий и традиций
- Навыки и программы обучения по вопросам правильного воспитания детей
- Возможность оказывать поддержку детям с отставаниями в развитии и особыми потребностями
- Понимать влияние травмы на детей
- Не знаю

* 38. В какой поддержке нуждаются семьи, в которых возможны проявления физического насилия над детьми? (Выберите только один ответ)

- Образовательные занятия с родителями на темы воспитания детей на разных стадиях развития ребенка
- Временная опека над детьми (родители отдают детей под временную опеку)
- Помощь жертвам бытового насилия
- Особые дошкольные учреждения для детей, которые относятся к группе риска жестокого и пренебрежительного обращения
- Куратор/опекун семьи, который выслушает родителей и поможет создать в семье безопасную обстановку
- Услуги по охране психического здоровья/консультации для детей, родителей и семей
- Группы поддержки, в которых состоят родители, столкнувшиеся с подобными проблемами
- Не знаю

* 39. В какой поддержке нуждаются семьи, в которых проявляется жестокое и пренебрежительное обращение с детьми? (Выберите только один ответ)

- Услуги по охране психического здоровья/консультации для детей, родителей и семей Помощь членам семьи, которые страдают от алкоголизма/наркомании
- Помощь детям, чьи родители находятся на принудительном лечении
- Доступ к необходимым услугам и ресурсам (жилье, продукты питания, медицинское обслуживание, работа, и т.д.)
- Доступ к особым дошкольным учреждениям для детей, относящихся к группе риска жестокого и пренебрежительного обращения
- Удаление системных барьеров, которые препятствуют доступу к ресурсам
- Группы поддержки, в которых состоят родители, столкнувшиеся с подобными проблемами
- Доступ к программам по повышению осведомленности родителей
- Куратор/опекун семьи, который выслушает родителей и поможет создать в семье безопасную обстановку
- Не знаю

* 40. В какой поддержке нуждаются семьи, в которых проявляется насилие сексуального характера? (Выберите только один ответ)

- Услуги по охране психического здоровья/консультации для детей, родителей и семей
- Группы поддержки детей и подростков, столкнувшихся с подобными проблемами
- Группы поддержки для членов семьи, не виновных в нарушениях
- Всесторонняя поддержка в обществе и школе, понимание пережитой травмы
- Помощь в разработке плана по безопасности семьи
- Не знаю

* 41. Полагаю, что в нашем обществе было бы меньше проявлений насилия сексуального характера по отношению к детям, если бы: (Выберите только один ответ)

- Больше детей, подростков и взрослых понимали правила обеспечения безопасности своего организма (какие части тела можно или нельзя трогать)
- Больше детей, подростков и взрослых понимали правила здорового взаимодействия (можно или нельзя делиться чем-либо)
- Больше детей, подростков и взрослых понимали, что такое осознанное согласие (когда можно или нельзя касаться своего или чужого тела)
- Люди старшего возраста (взрослые и молодежь) с большим сочувствием относились к детям и подросткам (были готовы выслушать и понять их точку зрения)
- Взрослые больше знали о правильном половом развитии (правильно ли для своего возраста развиваюсь я/развивается мой ребенок?)
- Взрослые поддерживали детей и подростков в суждениях об их телах
- Не существовало вредных суждений о мальчиках/девочках/подростках и их половых и сексуальных потребностях
- Не знаю

* 42. Какова, на ваш взгляд, самая важная характеристика услуг высшего качества для детей и их семей? (Выберите только один ответ)

- Наличие среди обслуживающего персонала представителей разных этнических групп
- Программы, отражающие культурные особенности определенных групп
- Доступность (удобные часы работы / отсутствие платы/ предоставление транспорта)
- Диалог между организацией и семьями
- Работа организации на основе результатов проведенных исследований
- Не знаю

* 43. Чтобы дети и подростки добились успеха, Фонду следует инвестировать в организации, которые: (Выберите только один ответ)

- при разработке новых правил
- Нанимают для работы на руководящих и средних должностях представителей этнических групп, которым предоставляются услуги в данных организациях
- Устанавливают прочные отношения с учениками и их семьями
- Борются за расовое равноправие/против исторически сложившегося неравенства
- Принимают решения, основанные на проведенных исследованиях
- Прислушиваются к мнению учащихся и их родителей/семей и ведут с ними диалог.
- Не знаю

Race equality is defined simultaneously as a process and as a result. As a result of racial equality, the individual's nationality no longer determines his or her socioeconomic status in society; when each member of society has enough resources for development and prosperity, regardless of where they live. Racial equality as a process is a way to involve those affected by racial inequality in the design and implementation of structural processes that will change their lives for the better.

When racial equality is achieved:

When people, including all with different skin colors, become masters of their own destinies and systematically make decisions on which their well-being depends.

When we accept and take responsibility for what happened in the past, and provide all citizens, especially those affected by racial inequality, the resources necessary for prosperity.

From having a fairer system everyone will benefit.

SOURCE:

What is Racial Equity? (without date). Information taken from <https://www.centerforsocialinclusion.org/our-work/what-is-racial-equity/>

*** 44. Как обеспечить справедливый доступ к ресурсам?**

- Включить меня/мою семью в процесс планирования
- Предоставить материалы на моем родном языке
- Нанять для работы представителей моего круга/общины/культуры
- Обсуждать уроки истории и влияние дискриминации на будущие поколения
- Предоставить общественным организациям право распределения ресурсов
- Другое _____
- Не знаю

*** 45. Желаете ли Вы принять участие в работе фокус-группы за небольшую плату, чтобы определить наилучшие способы для достижения положительных результатов развития детей и их семей?**

- Да
- Нет



Xog Uruurinta Danaha Ururka Levy ee Carruurta Portland

Horudhac

Ururka Canshuurta ee Carruurta Portland waa hay'ada canshurta hantida magaalada taas oo uruurisa dhaqaale si ay ugu caawiso carruurta iyo qoysaska. Ururka Canshuurta wuxuu maalgelin ku sameyn doonaa ku dhowaad \$19 milyan sanadkiiba si uu uga shaqeeyo hadafyada so socda:

- * In loo diyaariyo carruurka dugsiga
- * In la taageero guusha carruurta gudaha iyo dabada fasalka ah
- * In la yareeyo farqiga midabtakoorka iyo jinsiyadda ee ku saabsan samaqabka carruurta iyo guusha dugsiga

Daraasadani waxay kaa codsanaysaa inaad ka dhiibato fikradaada ku aadan shaqada Ururka Canshuurta ee Carruurta Portland. Sharci ahaan, Ururka Levy waa inuu maalgeliyaa barnaamijyada soo socda: Carruurnimada hore, barnaamijka dugsi kadib, hagrid, gargaar gaajo, daryeelka korinta, iyo barnaamijka wax ka qabashada iyo ka hortagga xadgudubka caruurta. Daraasada waxay ku weydiin doontaa su'aalo la xidhiidha mid kasta oo ka mid ah barnaamijyada. Fadlan ka jawaab su'aalaha ku jira daraasada ee aad ka hayso fikrado iyo ra'yi. Haddii aadan haynin ra'yi, waad ka boodi kartaa su'aasha ama waxaad dooran kartaa "Ma aqaan".

Natijjooyinka daraasadan waxaa ay qeyb ka noqon doonaan go'aaminta mudnaanta maaliyadeed ee xilliga xiga ee Ururka Levy. Natijjooyinka daraasadan waxaa la heli doonaa Guga 2019, waxaana laga heli karaa www.portlandchildrenslevy.org

Daawo video-gan [30ka](#) sakin ah si aad wax badan uga ogaato Ururka Canshuurta ee Carruurta Portland.

* 21. Maalgelinta guud ee sanadlaha ah ee Ururka Levy waa in loo qaybiyaa 6 qaybood ee ugu muhiimsan ee barnaamijka. Fadlan u tax qaybaha hoose ee ugu muhiimsan barnaamijka qaabka ay u kala heli lahaayeen maalgalin badan, 1 waxaad ka dhigaysaa qeybta ay tahay inay hesho maalgelinta ugu badan, 6 waxaad ka dhigaysaa qeybta ay tahay inay hesho maalgelinta ugu yar.

		Barnaamijka Carruurnimada Hore
		Barnaamijka Dugsiga Kadib
		Barnaamijka Hagida
		Barnaamijka Gargaarka Gaajada
		Barnaamijka Daryeelka Korinta
		Barnaamijka Wax Ka-qabashada iyo Ka-hortaga Ku-xadgudubka Carruurta

* 22. Waxaan u maleynayaa habka ugu weyn ee Ururka Levy uu u caawin karo carruurta si ay ugu diyaar garoobaan bilaabida dugsida xanaanada carruurta waa: (Dooro kaliya hal jawaab)

- Ka caawinta helitaanka dugsiiyo tayadooda sareeyso oo la awoodi karo (saamiga daryeelaha/macalinka ee ilmaha yer/u hogaansamida heerarka gobolka)
- Barnaamijyada taageerada qoysaska, bixiyaasha daryeelka carruurta iyo macalimiinta si ay wax u baraan ilmahooda iyo in ay jiheeyaan dhaqanka ilmaha
- Booqashooyinka guriga si qoyska loo siiyo taageero iyo tacliin
- Bixinta macluumaadka si loogu diyaariyo waalidiinta hawlaha/dhacdooyinka muhiimka ah (xiliga la bilaabayo dugsiga, barnaamihyada la heli karo, baaritaanada caafimaad ee ilmaha iyo ilaha dhaqaale ee la heli karo)
- Ma aqaano

* 23. Waxaan u malaynaayaa in waalidiinta iyo qoysaska leh carruurta yeryer ee ku dhaqan bulshadayda ay jeclaan lahaayeen in laga taageero: (Dooro ilaa seddax jawaabood)

- Macluumaad ku saabsan korinta ilmaha
- Macluumaad ku saabsan sida loola cayaaro oo loola hadlo carruurtooda
- Macluumaad ku saabsan xaaladaha ama naafanimada laga yaabo in ilmahooda uu qabo
- La xariirinta waalidiinta kale ee haysta carruurta ay isku da'ada yihiin ee ku jira bulshada
- Ku xirida taageerada iyo ilaha dhaqaale oo onleenka ama dijitaalka ah
- Bixinta fasalada tacliinta ee ku saabsan waalidnimada
- U dooritaanka ama dhaqaale ka bixinta xarunta daryeelka ee dooqooda ah
- Helitaanka qof ay kala hadlaan caqabadaha waalidnimo ee lagala kulmo noolasha
- Ma aqaano

* 24. si wanaagsan si loogu diyaariyo carruurta guusha marka ay galaan dugsiya barbartaan caruurta, waxa ugu muhiimsan ee ay tahay xarumaha daryeelka carruurnida hore in ay bixiyaan waa: (Dooro keliya hal jawaab)

- Isdhexgal joogto ah, diiran, waanagsan oo ka dhaxeeya curruurta iyo dadka waaweyn
- Hawlo waxbarasho oo qorsheysan oo leh qalab ku haboon da'ada iyo korinta ilmaha
- Macalimiin iyo shaqaalo taageero oo u tababaran joogteynta cilmi baarista arrimaha cusub ee ku saabsan korintaanka maskaxda si ay ilmaha ugu abuuraan jawi taageero oo leh kobcin iyo su'aalo.
- In la helo dad waaweyn oo ku filan ka jawaabida arrimaha carruurta, sameynaya qiimeyn joogto ah ee ku saabsan dhamaan qeybaha barnaamijka
- Xiriirinta waalidiinta marti ahaan loo soo dhoweeyey mar walba
- Ma aqaano

* 25. Marka ay adeeg bixiyaashu ay booqonaayaan guriyaha qoysaska leh carruur yeryer, waxaa aad muhiim u ah inuu qofka ahaado mid: (Dooro keliya hal jawaab)

- Bixiya taageero dareen
- Ku hadla luuqadeyda, Fahma dhaqankeyga/qiimahayga
- Ka caawiya qoysaska in ay fahmaan korniinka caadiga ah ee cunuga ama ilmaha yer
- Siiya waalidiinta macluumaad ka caawin kara in ay carruurtooda ku koraan caafimaad
- Siiya ilo dhaqaale waalidiinta haddii ay jiraan baahi ama welwel (waalidiinta ama ilmaha; tusaale ahaan xafaayad, dhar, raashiin)
- Ma aqaano

* 26. Haddii ay jirto booqashada gurigu, waxaan u maleynaa qofka booqanaya guriga qoysku inuu: (Dooro keliya hal jawaab)

- Ahaadaa xirfadle caafimaad/xirfadle caafimaadka maskaxda
- Ahaadaa waalid
- Qibrad u lahaadaa la shaqeynta qoysaska
- Fahmaa oo uu xushmeeyaa dhaqamada iyo aqoonsiyada kale
- La wadaagaa dhaqanka iyo aqoonsiga dadka uu u adeegaayo
- Ma aqaano

* 27. Waxaan u maleynaa waalidiinta iyo qoysaska bulshadeyda in ay rabaan xarunta daryeelka carruurta (ama carruurta shanta sano ka yer ama carruurta ku jira dugsiga dhexe) xaruntaas oo: (Dooro keliya hal jawaab)

- Ay iyaga u dooraayaan ilmahooda oo bilaash ama qarash yer ah
- La heli karo wakhtiyada uu waalidka shaqeeyo
- Dhaqanka laga tixgeliyo, dhaqan ahaan haboon, ama luuqadooda laga helo
- Leh shaqaalo tirfadlayaal ah ama aad u tababaran
- eh heerar gobol oo dejisan oo natiijadana lagu cabiro
- Ku yaala dugsiga ilmahayga/dugsigeysa (waalidiinta da'da yer)
- Ma aqaano

28. Qaabka ugu muhiimsan ee lagu hormarin karo guusha tacliimeed ee carruurta iyo dhallinyerada waa: (Dooro keliya hal jawaab)

- Ka caawinta ardeyda barashada xirfado tacliimeed si ay ula qabsadaan (akhriska, qorista, dhisida xirfada xisaabeed)/in la siiyo.
- In la siiyaa ardeyda taageero tacliimeed si ay kor uga maraan darajada ay hada joogaan
- La siiyo taageerada dhisida xiriir caafimaad qaba, iyo/ama ka caawinta dabeecada
- Loo sameeyo xiriir u dhaxeeya waalidiinta iyo dugsiyada si ay uga caawiyaan waalidka inuu ka taageero carruurtiisa dhanka tacliinta
- In laga caawiyo ardeyda inay ku xirnaadaan waxbarashadooda iyo sahrinta shaqo
- Ma aqaano

* 29. Waxaan qabaa barnaamijka dugsiga-kadib inuu bixiyo: (Dooro ilaa seddax jawaab)

- Barnaajiyada madadaalada / isbortiga /jimicsiga
- Barnaamij dhaqameed (Cayaarta, Cunto kariska, Farshaxanka iyo wixii la mid ah)
- Dabaciga (socodaalka, doon wadid, buurfuul) Farshaxanka (Sawirid, Rinkiyeyn)
- Farsamada Jilitaanka (Dheesha, Tiyaatarka, Filimka)
- Qoraal xaasaasiyeed (Gobey, suxufinimo, buugga sanadlaha, Slam, Rap)
- Saynis, Teknooloji, Injineernimo & Xisaab (STEM)
- Muusiko (Heesid, Koox faneed)
- Wax kale? _____
- Ma aqaan

* 30. Waxaan aaminsanahay doorka la-taliye inuu ahaado: (Dooro keliya hal jawaab)

- Ka taageerida dhallanyerada dano gaar ah (saynis, farshaxanka, muusikada iwm)
- Ka taageerida dhallinyerada dhanka ka guul gaarida waxbarashada iyo guusha dugsiga
- Siiya carruurta ama dhallinyerta la-talin/hagid shaqo
- Siiya dhallinyerada fursad ay ku helaan qibrad cusub
- Ahaado u doodaha dhallinyerada ee xarumaha waxbarasho (dugsiyada, nidaamyada caddaalada, kheyraadka)
- Ma aqaano

* 31. Waxaan u maleynaa in ay muhiim tahay in carruurta iyo dhallanyerada ay lahadlaan la-taliyaal: (Dooro keliya hal jawaab)

- Kuwaas oo xubno joogto ah ka ah bulshadooda (deriska, dugsiga, kooxda iimaanka, iwm.) kuwaas oo xiriir la leh qoyskooda/ la-talintana aan mushaar lagu siineynin
- Kuwaas oo dhoor sano oo keliya ka wayn
- Kuwaas tababar iyo qibradba u leh la shaqeynta carruurta iyo dhallanyerada
- Kuwaas haysta aqoonsi lamid ah kuwooda (jinisyadeed, qowmiyadeed, diineed, luuqadeed, LGBTQIA)
- Kuwaas oo la shaqeeya dugsigood/shaqadoodu ay ku jirto la-talin
- Kuwaas oo haysta shahaado kuliyadeed
- Ma aqaano

* 32. Adiga ama qof qoyskaaga ka tirsan waligiis ma dareemey walaac yaraan dhanka raashiinka ah, tusaale ahaan, in aadan ogeyn cuntada xigta meeshaad ka cuni lahayd ama aad cuneeysey in ka yer inta aad u baahan tahay mudo ka badan hal bil?

- Haa
- Maya

* 33. Marka qoysaska iyo carruurta ka tirsan bulshadeyda ay u baahan yihiin cunto nafaqo iyo caafimaad leh, qaabka ugu wanaagsan ee ay u heli karaan waa: (Dooro keliya hal jawaab)

- Goobaha ama sanduuqyada cuntada ee laga heli karo goobaha bulshada ee xaafadeyda
- Goobaha ama sanduuqyada cuntada ee laga heli karo goobaha cibaadada
- Goobaha ama sanduuqyada laga helo dugsiyada
- Cuntada diyaarsan ee lageeyo xaafadaha Cuntada diyaarsan ee lageeyo goobaha bulshada
- Cuntada diyaarsan ee lageeyo goobaha cibaadada
- Cuntada diyaarsan ee lageeyo guryaha
- Cunto qeybsiga bulshada dhexdeeda ah (ilo aan rasmi ahayn sida qoyska iyo asxaabta)
- Beerta iyo waxbarashada beerta ee bulshada iyo / ama dugsiyada
- Barnaamijka dugsiya (quraac, qado, casho bilaash ah)
- Qado bilaash ah ee xiliyada xagaaga
- Ma aqaano

* 34. Caqabadaha ugu waaweyn ee xaniba helitaanka barnaamijyada bixiya cuntada waa: (Dooro ilaa seddax jawaabood)

- Dadku ma yaqaaniin barnaamijyada ka caawiya dadka dhanka cuntada
- Qoysasku ma ogaan karaan ilaha cunto iyagoo isticmaalayo luuqadooda asalka ah
- Cuntada la bixiyo dhaqan ahaan ma haboona
- Dadka kuma qanacsana qaabka loo helayo cuntada (bixinta macluumaadka shaqsiyeed, shuruudaha diiwangelinta sida cadeynta sugnaanshaha, cadeynta baahida, warqada gudbinta)
- Dadku ma buuxiyaan shuruudaha u qalmitaanka si ay u helaan cuntada
- Dadku ma haystaan gaadiid ay u raacaan meesha cuntada laga heleyo
- Wakhtiyada cuntada la helo kuma aadna xiliyada fursada ay leeyihiin
- Dadku waxaa ay dareemaan xishood marka ay dalbanayaan kaalmada cuntada
- Naafanimo ama xaalad caafimaad oo daran ayaa ka reebta dadka in ay aadan goobaha laga helo cuntada
- Ma aqaano

* 35. Waxaan u maleynaa adeega ugu muhiimsan ee ay u baahan yihiin carruurta iyo dhallanyerada ku jira xarumaha daryeelka korinta in ay tahay: (Dooro keliya hal jawaab)

- La-talin/taageero
- Xiriir joogto ah ay la yeeshaan dadka waaweyn ee aan qaraabo la ahayn, la-taliyaal
- Hagid/taageero dhanka kala guurka u dhaxeeysa daryeelka korinta iyo noolasha madaxbanaan
- Ka taageerida dhisida iyo joogteynta xarriirka xubnaha qoyska (eedo/habaryer, adeer/abti, awooweyaasha)
- Taageero Waxbarasho (laga bilaabo carruurnimada hore ilaa kuuliyada)
- Ma aqaano

* 36. 15. Waxaan u malaynaa sheyga ugu muhiimsan ee ay u baahan yihiin carruurta iyo dhallanyerada ku jira daryeelka korinta si ay uga gudbaan goobta daryeelka korinta waa: (Dooro keliya hal jawaab)

- Aqoon dhaqaale (xirfada maareynta lacagta)
- Tacliin sare iyo fursadaha farsamooyinka
- Ka caawinta helida iyo haysashada shaqo
- Aqoonta sida loo helo guryaha fiican
- Hab-noolaleedka Caafimaad
- Hagid/la-talin
- Shabakad taageero
- Ma aqaano

* 37. Waxaan u malaynaa sheyga ugu muhiimsan ee ay u baahan yihiin waalidiinta korinta si ay u taageeraan daryeelka carruurta iyo dhallanyerada in ay tahay: (Dooro keliya hal jawaab)

- Macluumaad ku saabsan sida loo abuurto jawi ammaan ah oo loo qaabeeyey carruurta
- Taageerida helitaanka faham dhaqameedka marka la kobcinayo kala duwanaanshaha
- Xirfadaha iyo tababarka maamulida dabeecada
- Awood saarid taageerida carruurta leh koritaanka daaha iyo baahiyaha kale ee gaarka ah
- Fahamka saameynta naxdinta ee carruurta
- Ma aqaano

* 38. Maxaa taageero ah ayaa qoysasku u baahan yihiin haddii ay jiraan welwel ay ka qabaan xadgudub jireed oo ku dhacaya? (Dooro keliya hal jawaab)

- Fasallada tacliinta waalidnimo ee diirada saara maareynta dhaqanka cunuga ee marxaladaha kala duwan ee korniinka
- Daryeelka nasashada ee carruurta (carruurta oo daryeel lageeyo si waalidiintu ay daryeelka waalidnimo fasax uga qaataan)
- Taageerada iyo adeegyada rabshadaha guriga
- Adeegyada gaarka ah ee dugsida ka hor ee loogu talagalay carruurta khatar ugu jira xadgudub iyo/ama dayacaad
- Qof taageero ah ee dhageysta waalidiinta, ka yareeya murugta, kana caawiya dhisida shax qoys oo ammaan ah
- Daaweynta caafimaadka maskaxda/la-talinta carruurta, waalidiinta iyo qoysaska.
- Kooxaha taageerada ee waalidiinta kale kuwaas oo ka shaqeeya arrimaha la midka ah
- Ma aqaano

* 39. Taageero nooc ah ayay qoysasku u baahan yihiin haddii ay jiraan welwel ku aadan jiritaanka dayacaad? (Dooro keliya hal jawaab)

- Daawenta caafimaadka maskaxda/la-talinta carruurta, waalidiinta iyo qoysaska
- Taageerada dib-uga-soo-kabashada qoysaska ku lug lahaa isticmaalka mukhaadaraadka
- Taageero loogu talagalay carruurta ay waalidiintoodu ku jiraan daaweynta bukaan socodka
- Ku xariirinta kheyraadka iyo adeegyada loo baahan yahay (guri, cunto, dhaqaalo, daryeel caafimaad, shaqo, iwm.)
- Adeegyada gaarka ah ee dugsiga ka hor ee loogu talagalay carruurta khatarta ugu jirta xadgudub iyo/ama dayacaad
- Ka saarida caqabadaha taagan wadada helitaanka kheyraadka/ilo dhaqaale
- Kooxaha taageerada ee waalidiinta kale kuwaas oo ka shaqeeya arrimo la midka ah
- Helitaanka fasallada tacliinta waalidnimo
- Qof taageero ah ee dhageysta waalidiinta, ka yareeya murugta, kana caawiya dhisida shax qoys oo ammaan ah
- Ma aqaano

* 40. Taageero nooc ah ayay qoysasku u baahan yihiin haddii ay jiraan welwel ku aadan jiritaanka xadgudub galmo? (Dooro keliya hal jawaab)

- Daaweynta caafimaadka maskaxda/la-talinta carruurta, waalidiinta iyo qoysaska
- Kooxaha taageerada ee waalidiinta kale kuwaas oo ka shaqeeya arrimo la midka ah
- Kooxaha taageerada ee xubnaha qoyska ee aan dembiga lahayn
- Taageero dheeri ah ee bulshada iyo dugsiga taas oo loogu talagalay fahamka naxdinta
- Ka taageerida sameynta qorshe si loo ilaaliyo qoyska
- Ma aqaano

*** 41. Waxaan aaminsanahay in ay jiri lahayd tiro yer o xadgudubka galmada ee carruurta bulshadeyda dhexdeeda ah haddii: (Dooro keliya hala jawaab)**

- Tiro badan oo dadka waaweyn, dhallinyerada, iyo carruurta ay fahmaan heerarka ilaalinta jirka (taabashada caadiga ah iyo taabashada aan caadiga ahayn)
- Tiro badan oo dadka waaweyn, dhallinyerada iyo carruurta ah ay fahmaan xuduudaha caafimaadka (waxa la wadaagi karo iyo waxa aan la wadaagi karin)
- Tiro badan oo dadka waaweyn, dhallinyerada, iyo carruurta ah ay fahmaan marka wax la ogolyahay iyo marka kale (xilliga ay caadi tahay taabashada jirka qof kale, xilliga aan caadiga ahayn taabashada jirka qof kale)
- Dadka waaweyn (odayaasha iyo dadka qaangaarka ah) ay u naxariisan lahaayeen dhallinyerada iyo carruurta (Dhageyso si aad u fahamtid fikrada dhallinyerada iyo carruurta)
- Dadka waawayn ay wax badan ka fahmi lahaayeen korniinka jinsiga (Dabeecada ilmahayga maku haboontahay da'adooda?)
- Dadka waaweyn ay ka taageeri lahaayeen dhallinyerada iyo carruurta in ay ka hadlaan jirkooda
- Aynaan jiri lahayn aaminaad halis ku ah wiilasha/gabdhaha/dhallinyerada iyo jinsigooda iyo muujinta jinsigooda
- Ma aqaano

*** 42. Fikrad ahaan, maxay tahay sifada ugu muhiimsan ee adeegyada ugu tayo sareeyo ee loogu tala galay carruurta iyo qoysaska? (Dooro keliya hal jawaab)**

- Shaqaalaha adeega bixiya in ay matalaan dhaqamo kala duwan
- Barnaamijyo dhaqan ahaan waxtara ama dhaqanka ku haboon
- Helitaan (saacado shaqo oo macquul ah/bilaash ah/gaadiid bixiya)
- Wada-xiriir u dhaxeeya barnaamijka iyo qoyska
- Mid ku salaysan oo u hogaansama cilmi-baaris
- Ma aqaano

*** 43. Si carruurta iyo dhallinyeradu ay u guuleystaan, Ururka Levy waa in uu maalgeliyaa ururada: (Dooro keliya hal jawaab)**

- Ka qeybgeliya waalidiinta iyo ardeyda marka la sameeynaayo sharciyo ayaga saameeyaa
- Haysta maamul iyo shaqaale ku haboon bulshada ay u adeegaayaan
- La leh xiriir shaqaale oo joogto ah dhallinyerada iyo qoysaska
- Ay ka go'an tahay sinaanta jinsiyadeed/u dagaalama sinaan la'aanta taariikhiga ah
- Leh xal cilmi-baaris ku salaysan
- Dhageysta, kana jawaaba codadka dhallinyerada/qoysaska ay u adeegaan.
- Ma aqaano

* 44. Maxaa loo baahan yahay inay dhacaan si loo helo kheyraad helitaankiisa loo siman yahay?

- Aniga/qoyskeyga ku dar habraaca qorsheynta
- Ku sameey daabacdaha luuqadeyda
- Shaqaaleysii dad matala bulshadeyda/dhaqankeyga
- Ka hadal taariikhda iyo saameynta takoorida
- Bulshada ha qoondeystaan kheyraadkooda iyaga
- Wax kale
- Ma aqaano

* 45. Ma daneeyneysaa inaad ka qeybqaadato kooxaha falanqeynta mushaarka la bixiyo si loo ogaado xalka bulshada si loo hormariyo natiijooyinka hormarinta carruurta iyo qoysaska?

- Haa
- Maya



Portland Children's Levy Cuestionario de Interés

Introduccion:

El Portland Children's Levy es un impuesto a la propiedad de la ciudad que recauda dinero para soportar niños y familias. El Levy va invirtiendo \$19 millon cada año, para trabajar en los siguientes metas:

- Preparar niños para la escuela
- Soportar el éxito de niños adentro y afuera de las clases
- Reducir disparidades de raza y étnico del bienestar de niños y éxito en la escuela.

Este encuesta te pide por tus ideas del trabajo de Portland Children's Levy. Por ley, es necesario que el Levy invierte en los siguientes tipos de programas: Niñez temprana, Después del escuela, Tutoría, Prevención y intervención del maltrato, Orfanato, Alivio del Hambre. El encuesta tiene preguntas acerca de estas programas. Por Favor responde a las preguntas cual tienes ideas y opiniones. Si no tienes nada que decir en alguna pregunta, lo puedes omitir o seleccionar "no se"

Resultados de la encuesta informará decisiones de financiación para el próximo periodo de la Levy. Resultados de este encuesta seran disponible durante primavera de 2019 en linea www.portlandchildrenslevy.org

Vea este video de 30-segundos para escuchar más sobre el Portland Children's Levy



Portland Children's Levy Cuestionario de Interés

Preguntas de introducción

- * 21. Financiamiento total anual de La Levy tiene que ser dividido entre 6 áreas de programa. Por Favor clasifica los siguientes programas en orden, de cual debe de recibir más dinero, 1 siendo el área que debe de recibir más dinero y 6 siendo el área que recibe menos.

☰	▾	Niñez temprana
☰	▾	Después del escuela
☰	▾	Tutoría
☰	▾	Prevención y intervención del maltrato
☰	▾	Orfanato
☰	▾	Alivio del Hambre

- * 22. Yo pienso que la forma más grande que el Portland Children's Levy puede ayudar niños estar listos para empezar el Preescolar es (selecciona solamente una respuesta)

- Ayuda con acceso de preescolares de alta calidad asequibles (niño a cuidador/maestro proporción/ sigue normas estatales)
- Programas ayudando familias, proveedores de cuidado de niños y maestros en enseñar sus estudiantes y guiar el comportamiento de los niños
- Visitas de casa para poder ayudar y educar a las familias
- Acceso a información para preparar padres para importante eventos(por ejemplo, cuando empezar la escuela, programas que están disponible, chequeos de bienestar infantil, recursos disponible)
- No se

* 23. Yo creo que padres y familias con niños chiquitos le gustaría apoyo en (selecciona hasta 3 respuestas)

- Información de desarrollo infantil
- Información sobre cómo jugar y hablar con su niño
- Información sobre alguna condición o discapacidad que su hijo tiene
- Conectar con otros padres con hijos de la misma edad en su comunidad
- Conectar en línea o encontrar recursos y apoyo digitales
- Acceso a clases para educación de padres
- Escoger y pagar por el cuidado de niños que ellos escogen
- Tener a alguien con quien hablar sobre las dificultades de ser padre en la vida
- No se

* 24. Para mejor preparar niños con éxito cuando entren al kinder, lo más importante para niñez temprano, cuidado de niños es: (seleccionar solamente una respuesta)

- Interacciones positivas, frecuentemente entre adultos y niños
- Actividades de aprendizaje planeados con materiales apropiados para el edad y desarrollo del niño
- Los maestros y el personal de apoyo que están capacitados para mantenerse al día sobre las investigaciones actuales sobre el desarrollo del cerebro para proporcionar un entorno estimulante, enriquecedor y de apoyo para los niños pequeños
- Suficientes adultos para responder a niños individuales con una evaluación sistemática y continua de todos los componentes y el personal del programa
- Comunicación regular con los padres que reciben visitantes en todo momento.
- No se

* 25. Cuando proveedores de servicio conducen una visita de casa con familias con niño pequeños, es muy importante que esa persona es alguien que: (selecciona solamente una respuesta)

- Que Ofrece apoyo emocional
- Que Habla mi idioma, entiende mi cultura/valores (específicamente cultural)
- Ayuda a familias entender que es típico en el desarrollo de bebés o niño pequeño
- Que ofrece información a padres para ayudar asegurar que sus niños crecen sanamente
- Que ofrece recursos para padres por si tienen preocupaciones o necesidades (para los padres o para el niño, por ejemplo, pañales, ropa, comida)
- No se

* 26. Por sí una visita de casa ocurre, yo pienso que la persona que visita la casa de una familia debe de : (seleccionar solamente una respuesta)

- Sea una profesional médico o de salud mental
- Sea padre
- Tenga experiencia trabajando con familias
- Entiende y respeta otros culturas y identidades
- Comparte la cultura o identidad de la gente que sirve
- No se

* 27. Yo creo que padres y familias en mi comunidad quieren cuidado de niños (sea por niños bajo la edad de 5 o sea por niños en la primaria) que : (selecciona solamente una respuesta)

- Ellos escogen para sus hijos, y no hay que pagar o es barato
- Esté disponible alrededor de los horarios de los padres
- Es culturalmente sensible, culturalmente relevante o está en su idioma
- Cuenta con personal altamente capacitado o educado
- Tiene estándares estatales establecidos y se miden los resultados
- En la escuela de mi hijo / en mi escuela (para padres adolescentes)
- No se

* 28. La manera más importante para promover éxito académico para niños y jóvenes es: (Seleccionar solamente una respuesta)

- Ayudar los estudiantes aprender habilidades académicas para ponerse al día (leer, escribir, matemáticas,) Proporcionar tutores para ayudarlos mantener en nivel
- Ofrece a las estudiantes ayuda académico para avanzar de su grado o nivel
- Proporcionar una relación sana, apoyo y / o ayuda con el comportamiento.
- Tener un enlace entre los padres y las escuelas para ayudar a los padres a apoyar académicamente a sus hijos
- Ayudar a estudiantes conectar a los académicos con la exploración de carreras
- No se

* 29. Yo pienso que programas después de la escuela deben de ofrecer (Selecciona hasta 3 respuestas)

- Programas recreativos / deportes / ejercicios
- Programación cultural (Baile culturalmente específico, cocina, manualidades, etc.)
- Enfoque en la naturaleza (senderismo, kayak, escalada)
- Bellas Artes (Dibujo, Pintura)
- Artes escénicas (danza, teatro, cine)
- Escritura expresiva (Poesía, Periodismo, Anuario, Slam, Rap)
- Ciencia, Tecnología, Ingeniería y Matemáticas
- Musica (Canto, Banda)
- Algo Mas? _____
- No se

* 30. Yo creo que el trabajo de un mentor debe de ser : (selecciona solamente una respuesta)

- Apoyar a jóvenes en su interés específica (ciencia, arte, musica, etc.)
- Apoyar a jóvenes con logro académico y éxito escolar
- Darle a un niño o joven un empleo específico para la sombra / carrera profesional
- Ofrecer a jóvenes oportunidades de nuevas experiencias
- Ser un defensor de la juventud en las instituciones (escuela, sistema de justicia, recursos)
- No se

* 31. Yo creo que es importante que niños y jóvenes tengan mentores (Selecciona solamente una respuesta)

- Quien sea miembros regulares de la comunidad (barrio, escuela, comunidad de fe, etc.)
- Quien sea solamente unos años más de edad
- Quien tenga formación y experiencia en el trabajo con niños y jóvenes
- Quien trabaja con la escuela y su trabajo incluye tutoría
- Quien tenga diploma de colegio
- No se

* 32. ¿Alguna vez ha experimentado usted / alguien en su hogar inseguridad alimentaria, es decir, sin saber de dónde viene su próxima comida, o comer de manera involuntaria menos de lo que necesita, de manera regular, durante un período de tiempo que dura más de un mes?

Si

No

* 33. Cuando familias y niños en mi comunidad necesitan alimentos nutritivos y saludables, la mejor manera de obtenerlos es (elijá hasta tres respuestas)

Despensas de alimentos o cajas de alimentos disponibles en lugares de la comunidad en mi vecindario

Despensas de alimentos o cajas de comida disponibles en lugares de culto

Despensas de alimentos o cajas de alimentos disponibles en las escuelas

Comidas preparadas entregadas al barrio.

Comidas preparadas en lugares comunitarios.

Comidas preparadas en lugares de culto.

Comidas preparadas entregadas a los hogares.

Compartir comida dentro de mi comunidad (fuentes informales como familiares y amigos)

Jardines y educación en jardinería en la comunidad y / o escuelas.

Programa escolar (desayuno, almuerzo, cena gratis)

Almuerzos de verano gratis

No se

* 34. Las principales barreras para acceder a los programas que proporcionan alimentos son: (Elijá hasta tres respuestas)

La gente no sabe acerca de los programas que ayudan con la comida

Las familias no pueden informarse sobre los recursos alimenticios en su idioma principal

Las personas no se sienten cómodas con el proceso de obtención de la comida (revelando información personal, requisitos de documentación, por ejemplo, prueba de residencia, prueba de necesidad, carta de referencia)

Las personas no cumplen con los requisitos de elegibilidad para recibir alimentos

La falta de transporte para conseguir la comida.

Los horarios de comida disponibles no funcionan con los horarios de las personas

Las personas se sienten avergonzadas de pedir ayuda para acceder a los alimentos

Las discapacidades o las condiciones de salud crónicas de las personas que necesitan alimentos limitan su capacidad para ir a lugares donde / cuando hay alimentos disponibles

No se

* 35. Creo que el servicio más importante que necesitan los niños y jóvenes en cuidado de crianza es: (Elija solo una respuesta)

- Asesoramiento / apoyo
- Relaciones consistentes con adultos de apoyo que no están relacionados, como mentores
- Orientación / apoyo para hacer la transición entre el cuidado de crianza y la vida independiente
- Apoyo en la construcción y el mantenimiento de relaciones con miembros de la familia (tías, tíos, abuelos)
- Apoyo académico (desde la primera infancia hasta la universidad)
- No se

* 36. Yo creo que lo más importante que necesitan los niños y jóvenes en cuidado de crianza para hacer una transición exitosa del cuidado de crianza es: (Elija solo una respuesta)

- Educación financiera (habilidades de manejo de dinero)
- Educación superior y oportunidades vocacionales
- Ayuda para encontrar y mantener un empleo.
- Conocimiento de cómo asegurar una vivienda estable.
- Salud y bienestar estilo de vida
- Tutoría
- Una comunidad de apoyo
- No se

* 37. Yo creo que lo más importante que necesitan los padres de crianza temporal para ayudar a los niños y jóvenes a su cuidado es: (Elija solo una respuesta)

- Información sobre cómo proporcionar un entorno seguro y estructurado para los niños.
- Apoyar la obtención de la comprensión cultural al fomentar la diferencia
- Habilidades y entrenamiento en el manejo del comportamiento.
- Capacidad para ayudar a los niños con retrasos en el desarrollo y otras necesidades especiales
- Entender el impacto del trauma en los niños.
- No se

* 38. ¿Qué apoyo necesitan las familias si hay inquietudes acerca del abuso físico? (Elija solo una respuesta)

- Clases de educación para padres enfocadas en manejar el comportamiento infantil en diferentes etapas de desarrollo
- Cuidado de relevo para sus hijos (los niños son atendidos mientras los padres se toman un descanso de la paternidad)
- Apoyos y servicios de violencia doméstica.
- Servicios preescolares especializados para niños que están en riesgo de abuso y / o negligencia
- Una persona de apoyo para escuchar a los padres, reducir el estrés y ayudarlos a crear una estructura familiar segura
- Terapia de salud mental / consejería para niños, padres y familias
- Grupos de apoyo de otros padres que tratan con problemas similares
- No se

* 39. ¿Qué apoyo necesitan las familias si hay inquietudes acerca de la negligencia? (Elija solo una respuesta)

- Terapia de salud mental / consejería para niños, padres y familias
- Apoyos de recuperación para familias involucradas con abuso de sustancias / adicciones
- Apoyo para niños cuyos padres están en tratamiento residencial o ambulatorio.
- Conexión a los servicios y recursos necesarios (vivienda, alimentos, finanzas, atención médica, trabajos, etc.)
- Servicios preescolares especializados para niños que están en riesgo de abuso y / o negligencia
- La eliminación de las barreras sistémicas que impiden el acceso a los recursos.
- Grupos de apoyo de otros padres que tratan con problemas similares
- Acceso a clases de educación parental
- Una persona de apoyo para escuchar a los padres y ayudarlos a crear una estructura familiar segura
- No se

* 40. ¿Qué apoyo necesitan las familias si hay preocupaciones sobre el abuso sexual? (Elija solo una respuesta)

- Terapia de salud mental / consejería para niños, padres y familias
- Apoyar a grupos de jóvenes y niños que enfrentan problemas similares.
- Grupos de apoyo para familiares no infractores.
- Apoyo integral en la comunidad y la escuela que comprende el trauma.
- Apoyar haciendo un plan para mantener a la familia segura.
- No se

* 41. Creo que habría menos abuso sexual infantil en mi comunidad si: (Elija solo una respuesta)

- Más adultos, jóvenes y niños entendieron las reglas de seguridad del cuerpo (tocar bien y no tocar bien)
- Más adultos, jóvenes y niños entendieron límites saludables (está bien compartir y compartir demasiado)
- Más adultos, jóvenes y niños entendieron cuándo hay y no hay consentimiento (cuando está bien tocar el cuerpo de mi / alguien más, cuando no está bien tocar el cuerpo de mi / otra persona)
- Las personas mayores (adultos y jóvenes mayores) tenían empatía por los jóvenes y los niños (Escuche para comprender la perspectiva de los jóvenes y los niños)
- Los adultos entienden más sobre el desarrollo sexual apropiado (¿Es mi comportamiento de / mi hijo apropiado para su edad?)
- Los adultos ayudaron a jóvenes y niños a opinar sobre sus cuerpos.
- No hubo creencias dañinas sobre los niños / niñas / jóvenes y su género y expresión sexual
- No se

* 42. En su opinión, ¿cuál es la característica más importante de los servicios de alta calidad para niños y familias? (Elija solo una respuesta)

- Representación multicultural en el personal que presta servicios.
- Programas culturalmente sensibles y culturalmente relevantes.
- Acceso (horario flexible de operación / sin costo / transporte proporcionado)
- Comunicación entre programa y familia.
- Investigación informada o basada en la investigación.
- Escucha y responde a las voces de los jóvenes / familias a quienes sirven
- No se

* 43. Para que los niños y jóvenes tengan éxito, Levy debe invertir en organizaciones que: (Elija solo una respuesta) (Elija solo una respuesta)

- Involucrarse con los padres y estudiantes en la construcción de políticas que los afectan
- Contar con personal directivo y personal que refleje las poblaciones que atienden.
- Tener relaciones constantes entre el personal y los jóvenes y las familias.
- Tener un compromiso con la equidad racial / lucha contra las inequidades históricas.
- Tener soluciones basadas en investigación
- No se



Portland Children's Levy Cuestionario de Interés

Definimos la equidad racial como un resultado y un proceso. Como resultado, alcanzamos la equidad racial cuando la raza ya no determina los resultados socioeconómicos; cuando todos tienen lo que necesitan para prosperar, no importa dónde vivan. Como un proceso, aplicamos la equidad racial cuando las personas más afectadas por la inequidad racial estructural están involucradas de manera significativa en la creación e implementación de las políticas y prácticas institucionales que impactan sus vidas.

Cuando logramos la equidad racial:

Las personas, incluidas las personas de color, son propietarios, planificadores y tomadores de decisiones en los sistemas que gobiernan sus vidas.

Reconocemos y explicamos las desigualdades pasadas y actuales, y proporcionamos a todas las personas, especialmente a las personas más afectadas por las desigualdades raciales, la infraestructura necesaria para prosperar.

Todos se benefician de un sistema más justo y equitativo.

SOURCE:

What Is Racial Equity? (n.d.). Retrieved from <https://www.centerforsocialinclusion.org/our-work/what-is-racial-equity/>

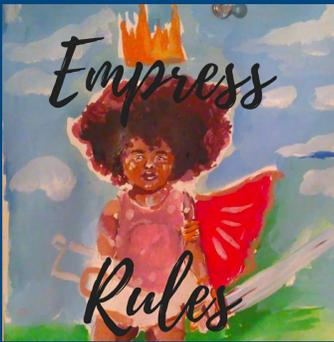
44. ¿Qué debe suceder para que se pueda acceder equitativamente a los recursos?

- Incluirme a mi familia en el proceso de planificación.
- Crear materiales en mi idioma.
- Contratar personas de mi comunidad / mi cultura
- Hablar sobre la historia y el impacto de la discriminación.
- Haga que la comunidad asigne los recursos
- Algo mas.....
- No se

45. ¿Está interesado en participar en un grupo focal pagado para ayudar a identificar soluciones comunitarias para mejorar los resultados para los niños y las familias?

Si

No



Bảng Câu Hỏi về Mối Quan Tâm của Portland Children's Levy

Giới thiệu:

Portland Children's Levy là một khoản thuế nhà đất của thành phố nhằm gây quỹ để hỗ trợ cho trẻ em và các gia đình. Ngân quỹ Thuế này sẽ đầu tư khoảng 19 triệu đô la mỗi năm nhằm để đạt được các mục tiêu sau đây:

- * **Chuẩn bị cho trẻ em đi học**
- * **Hỗ trợ sự thành công của trẻ em trong và ngoài lớp học**
- * **Giảm những bất bình đẳng chủng tộc và sắc tộc trong phúc lợi và sự thành công trong việc học tập của trẻ em**

Khảo sát này yêu cầu quý vị cho biết ý kiến về công việc của quỹ Portland Children's Levy. Theo quy định pháp luật, Ngân quỹ Thuế này phải đầu tư vào các loại chương trình sau đây: dịch vụ đầu đời, sau giờ học, tư vấn, cứu đói, chăm sóc bảo trợ, và phòng ngừa và can thiệp ngược đãi trẻ em. Khảo sát này đặt ra các câu hỏi liên quan đến từng lĩnh vực chương trình này. Vui lòng trả lời các câu hỏi trong khảo sát mà quý vị có suy nghĩ và ý kiến về chúng. Nếu quý vị không có ý kiến, quý vị có thể bỏ qua câu hỏi đó hoặc chọn "Tôi không biết".

Kết quả khảo sát sẽ cung cấp thông tin cho các ưu tiên tài trợ cho kỳ thuế tiếp theo. Kết quả khảo sát này sẽ được công bố vào mùa Xuân năm 2019 tại www.portlandchildrenslevy.org

Xem đoạn video [30](#) giây này để xem về Portland Children's Levy

* 21. Tổng tài trợ hằng năm của Ngân quỹ Thuế phải chia cho 6 lĩnh vực trọng tâm của chương trình. Vui lòng xếp hạng các lĩnh vực trọng tâm chương trình bên dưới theo thứ tự nên nhận được tài trợ nhiều nhất, 1 là lĩnh vực nên nhận được tài trợ nhiều nhất, 6 là lĩnh vực nên nhận được tài trợ ít nhất.

☰	▼	Giáo Dục Đầu Đồi
☰	▼	Dịch Vụ Sau Giờ Học
☰	▼	Tư vấn
☰	▼	Cứu Đói
☰	▼	Chăm Sóc Bảo TrỢ
☰	▼	Phòng Ngừa/Can Thiệp Ngược Đãi Trẻ Em

* 22. Tôi cho rằng cách quan trọng nhất mà Children's Levy có thể giúp trẻ em chuẩn bị sẵn sàng bắt đầu học mẫu giáo là: (Chỉ chọn một câu trả lời)

- Giúp tiếp cận các nhà trẻ vừa túi tiền, có chất lượng cao (sĩ số trẻ/người chăm sóc/giáo viên thấp/tuân thủ các tiêu chuẩn của tiểu bang)
- Các chương trình hỗ trợ các gia đình, các nhà cung cấp dịch vụ chăm sóc trẻ và giáo viên trong việc dạy con họ và định hướng hành vi của trẻ
- Đến nhà để cung cấp sự hỗ trợ và giáo dục cho gia đình
- Tiếp cận thông tin để giúp cha mẹ chuẩn bị cho những cột mốc quan trọng (khi nào bắt đầu đi học, các chương trình có sẵn, khám sức khỏe trẻ em, các nguồn lực có sẵn)
- Tôi không biết

* 23. Tôi cho rằng cha mẹ và các gia đình có trẻ nhỏ trong cộng đồng của tôi muốn có sự hỗ trợ về: (Chọn tối đa 3 câu trả lời)

- Thông tin về sự phát triển của trẻ em
- Thông tin về cách vui chơi hoặc nói chuyện với con họ
- Thông tin về bất kỳ tình trạng hay khuyết tật nào mà con họ có thể gặp
- Kết nối với các bậc cha mẹ khác có con ở độ tuổi tương đương trong cộng đồng của họ
- Kết nối với các nguồn lực và sự hỗ trợ trực tuyến hoặc kỹ thuật số
- Tiếp cận các lớp học về cách nuôi con
- Chọn hoặc thanh toán chi phí chăm sóc trẻ mà họ chọn
- Có một người để thảo luận về những khó khăn nuôi con trong đời
- Tôi không biết

* 24. Để chuẩn bị tốt nhất cho trẻ thành công một khi các em vào mẫu giáo, điều quan trọng nhất mà một môi trường chăm sóc đầu đời cần cung cấp là: (Chỉ chọn một câu trả lời)

- Những sự tương tác thường xuyên, tích cực, ấm áp giữa người lớn và trẻ em
- Các hoạt động học tập theo kế hoạch với các tài liệu thích hợp với độ tuổi và sự phát triển của trẻ
- Các giáo viên và nhân viên hỗ trợ được đào tạo để cập nhật về nghiên cứu hiện hành về sự phát triển não để cung cấp một môi trường thử thách, nuôi dưỡng, hỗ trợ cho trẻ nhỏ.
- Có đủ người lớn để đáp ứng từng trẻ bằng đánh giá liên tục, có hệ thống về mọi thành phần và nhân sự chương trình.
- Thường xuyên liên lạc với cha mẹ, họ luôn được hoan nghênh
- Tôi không biết

* 25. Khi các nhà cung cấp dịch vụ đến nhà làm việc với các gia đình có con nhỏ, điều quan trọng nhất là người đó là một người: (Chỉ chọn một câu trả lời)

- Cung cấp sự hỗ trợ tình cảm
- Nói ngôn ngữ của tôi, hiểu được văn hóa/các giá trị của tôi (cụ thể về mặt văn hóa)
- Giúp các gia đình hiểu được sự phát triển bình thường đối với trẻ sơ sinh hoặc trẻ nhỏ
- Cung cấp thông tin cho cha mẹ để giúp con họ phát triển khỏe mạnh
- Cung cấp các nguồn lực cho cha mẹ nếu có quan ngại hoặc nhu cầu (đối với cha mẹ hoặc trẻ; ví dụ như tã, quần áo, đồ ăn)
- Tôi không biết

* 26. Nếu có đến thăm viếng nhà, tôi cho rằng người đến thăm viếng gia đình nên: (Chỉ chọn một câu trả lời)

- Là chuyên gia y tế/chuyên gia chăm sóc sức khỏe tâm thần
- Là một bậc cha mẹ
- Có kinh nghiệm làm việc với các gia đình
- Hiểu và tôn trọng các văn hóa và cá tính khác
- Chia sẻ văn hóa hoặc cá tính của những người mà họ phục vụ
- Tôi không biết

* 27. Tôi cho rằng cha mẹ và các gia đình trong cộng đồng của tôi muốn có dịch vụ chăm sóc trẻ (hoặc đối với trẻ dưới 5 tuổi hoặc đối với trẻ tiểu học) mà: (Chỉ chọn một câu trả lời)

- Họ chọn cho con mình và là miễn phí hoặc chi phí thấp
- Khả dụng theo lịch làm việc của cha mẹ
- Đáp ứng về mặt văn hóa, phù hợp về mặt văn hóa, hoặc bằng ngôn ngữ của họ
- Có nhân viên có chuyên môn hoặc trình độ cao
- Có các tiêu chuẩn tiểu bang đã đặt ra và được đánh giá về kết quả
- Tại trường của con tôi/Tại trường của tôi (đối với cha mẹ là thanh thiếu niên)
- Tôi không biết

* 28. Cách quan trọng nhất để tăng cường sự thành công trong học tập đối với trẻ em và thanh thiếu niên là: (Chỉ chọn một câu trả lời)

- Giúp học sinh học các kỹ năng học thuật để bắt kịp (xây dựng kỹ năng đọc, viết, làm toán)/phụ đạo để giúp các em đi đúng hướng
- Cung cấp sự giúp đỡ về mặt học tập cho học sinh để cải thiện điểm số hoặc nâng cao trình độ
- Cung cấp khả năng xây dựng mối quan hệ lành mạnh, sự hỗ trợ, và/hoặc giúp đỡ về hành vi
- Có một người liên lạc giữa cha mẹ và nhà trường để giúp cha mẹ hỗ trợ con mình về mặt học tập
- Giúp học sinh kết nối việc học với việc tìm hiểu nghề nghiệp
- Tôi không biết

*** 29. Tôi cho rằng các chương trình sau giờ học nên cung cấp: (Chọn tối đa 3 câu trả lời)**

- Các chương trình giải trí / thể thao / thể dục
- Chương trình văn hóa (Vũ Điệu Theo Văn Hóa Cụ Thể, Nấu Ăn, Chế Tác Thủ Công, v.v.)
- Chú trọng thiên nhiên (đi bộ đường dài, chèo thuyền kayak, leo núi)
- Mỹ Thuật (Vẽ)
- Nghệ Thuật Trình Diễn (Khiêu Vũ, Sân Khấu, Phim)
- Viết Diễn Đạt (Thơ, Báo Chí, Niên Giám, Phê Bình, Rap)
- Khoa Học, Công Nghệ, Kỹ Thuật & Toán (STEM)
- Âm Nhạc (Hát, Ban Nhạc)
- Thứ khác?
- Tôi không biết

*** 30. Tôi cho rằng vai trò của một người tư vấn nên phải là: (Chỉ chọn một câu trả lời)**

- Hỗ trợ thanh thiếu niên về một sở thích cụ thể (khoa học, nghệ thuật, âm nhạc, v.v.)
- Hỗ trợ thanh thiếu niên về thành tích học tập và sự thành công trong học tập
- Cho trẻ hoặc thanh thiếu niên có cơ hội vừa học vừa làm/huấn luyện theo nghề nghiệp cụ thể
- Cho thanh thiếu niên có cơ hội có những trải nghiệm mới
- Là người bảo vệ thanh thiếu niên trong các tổ chức (nhà trường, hệ thống tư pháp, nguồn lực)
- Tôi không biết

*** 31. Tôi cho rằng điều quan trọng là trẻ em và thanh thiếu niên phải có những người tư vấn: (Chỉ chọn một câu trả lời)**

- Là các thành viên bình thường trong cộng đồng của các em (khu phố, trường học, cộng đồng đức tin, v.v.) có quan hệ với gia đình các em/không được trả tiền tư vấn
- Chỉ lớn hơn vài tuổi
- Có chuyên môn và kinh nghiệm làm việc với trẻ em và thanh thiếu niên
- Có chung đặc điểm với các em (chủng tộc, sắc tộc, tôn giáo, ngôn ngữ, LGBTQIA)
- Làm việc với trường của các em/công việc của họ gồm có tư vấn
- Có bằng đại học
- Tôi không biết

* 32. Quý vị/người trong hộ gia đình của quý vị có từng gặp tình trạng bất an về thức ăn, có nghĩa là không biết bữa tiếp theo sẽ ăn gì, hoặc phải ăn ít hơn mức cần thiết, thường xuyên, trong một khoảng thời gian kéo dài hơn một tháng không?

- Có
- Không

* 33. Khi các gia đình và trẻ em trong cộng đồng của tôi cần thực phẩm giàu dinh dưỡng và lành mạnh, cách tốt nhất để họ có thức ăn là: (Chọn tối đa 3 câu trả lời)

- Các bếp ăn hoặc hộp đồ ăn có ở những nơi công cộng trong khu phố của tôi
- Các bếp ăn hoặc hộp đồ ăn có ở những nơi thờ phụng
- Các bếp ăn hoặc hộp đồ ăn có ở các trường học
- Đồ ăn chuẩn bị sẵn được phát đến khu phố
- Đồ ăn chuẩn bị sẵn được cung cấp trong cộng đồng
- Đồ ăn chuẩn bị sẵn được cung cấp ở những nơi thờ phụng
- Đồ ăn chuẩn bị sẵn được giao đến nhà
- Chia sẻ đồ ăn trong cộng đồng của tôi (các nguồn không chính thức chẳng hạn như gia đình và bạn bè)
- Các khu vườn và dạy làm vườn trong cộng đồng và/hoặc trường học
- Chương trình của nhà trường (ăn sáng, ăn trưa, ăn tối miễn phí)
- Ăn Trưa Miễn Phí Trong Hè
- Tôi không biết

* 34. Những rào cản chính đối với việc tiếp cận các chương trình cung cấp thực phẩm là: (Chọn tối đa 3 câu trả lời)

- Người ta không biết về các chương trình giúp đỡ về đồ ăn
- Các gia đình không thể tìm hiểu về thông tin liên quan đến thức ăn bằng ngôn ngữ chính của mình
- Thức ăn được cung cấp là không thích hợp về văn hóa
- Người ta không cảm thấy thoải mái với quy trình để có được thức ăn (tiết lộ thông tin cá nhân, các yêu cầu giấy tờ ví dụ như giấy tờ chứng minh nơi cư trú, chứng minh nhu cầu, giấy giới thiệu)
- Người ta không đáp ứng các yêu cầu điều kiện để nhận thức ăn
- Người ta thiếu phương tiện đi lại để nhận thức ăn
- Thời điểm thức ăn được cung cấp không phù hợp với lịch làm việc của mọi người
- Người ta cảm thấy lúng túng khi nhờ giúp tiếp cận thức ăn
- Khuyết tật hoặc bệnh trạng mạn tính của những người cần thức ăn làm hạn chế khả năng của họ trong việc đến những nơi có/khi có thức ăn
- Tôi không biết

* 35. Tôi cho rằng dịch vụ quan trọng nhất mà trẻ em và thanh thiếu niên thuộc diện bảo trợ cần là: (Chỉ chọn một câu trả lời)

- Tư vấn/hỗ trợ
- Mối quan hệ nhất quán với những người lớn hỗ trợ, không phải người thân, với tư cách người hướng dẫn
- Sự hướng dẫn/hỗ trợ trong việc chuyển tiếp giữa môi trường chăm sóc bảo trợ và sống độc lập
- Hỗ trợ xây dựng và duy trì các mối quan hệ với các thành viên gia đình (cô dì, chú bác, ông bà)
- Hỗ trợ về học tập (đầu đời đến đại học)
- Tôi không biết

* 36. Tôi cho rằng điều quan trọng nhất mà trẻ em và thanh thiếu niên trong môi trường chăm sóc bảo trợ cần để chuyển tiếp thành công ra khỏi môi trường chăm sóc bảo trợ là: (Chỉ chọn một câu trả lời)

- Kiến thức tài chính (kỹ năng quản lý tiền)
- Giáo dục đại học & cơ hội nghề
- Giúp tìm và duy trì việc làm Kiến thức về cách có được nhà ở ổn định
- Sức khỏe & lối sống Tư vấn
- Mạng lưới hỗ trợ
- Tôi không biết

* 37. Tôi cho rằng điều quan trọng nhất mà Cha Mẹ Nuôi cần để hỗ trợ trẻ em và thanh thiếu niên mà họ chăm sóc là: (Chỉ chọn một câu trả lời)

- Thông tin về cách cung cấp một môi trường an toàn, có tổ chức cho trẻ em
- Hỗ trợ để có kiến thức văn hóa khi chăm sóc trẻ có khác biệt
- Các kỹ năng và chuyên môn về kiểm soát hành vi
- Khả năng hỗ trợ trẻ chậm phát triển và có các nhu cầu đặc biệt khác
- Hiểu được tác động của chấn thương đối với trẻ
- Tôi không biết

* 38. Các gia đình cần sự hỗ trợ gì nếu có quan ngại về ngược đãi thân thể? (Chỉ chọn một câu trả lời)

- Các lớp dạy nuôi con tập trung vào việc kiểm soát hành vi của trẻ ở các giai đoạn phát triển khác nhau
- Dịch vụ chăm sóc thay thế cho con họ (trẻ được chăm sóc trong khi cha mẹ được nghỉ ngơi)
- Hỗ trợ và dịch vụ liên quan đến bạo hành gia đình
- Các dịch vụ nhà trẻ chuyên biệt dành cho trẻ nào có nguy cơ bị ngược đãi và/hoặc bỏ rơi
- Một người hỗ trợ để lắng nghe ý kiến cha mẹ, giảm căng thẳng và giúp họ tạo ra một cơ cấu gia đình an toàn
- Trị liệu/tư vấn sức khỏe tâm thần cho trẻ em, cha mẹ và các gia đình
- Các nhóm hỗ trợ của các bậc cha mẹ khác đang giải quyết các vấn đề tương tự
- Tôi không biết

* 39. Các gia đình cần sự hỗ trợ gì nếu có quan ngại về bị bỏ rơi? (Chỉ chọn một câu trả lời)

- Trị liệu/tư vấn về sức khỏe tâm thần cho trẻ em, cha mẹ và các gia đình
- Hỗ trợ phục hồi cho các gia đình dính líu đến lạm dụng dược chất/nghiện dược chất
- Hỗ trợ cho trẻ nào có cha mẹ đang được điều trị nội trú hoặc ngoại trú
- Kết nối với các dịch vụ và tài nguyên cần thiết (nhà ở, thực phẩm, tài chính, chăm sóc y tế, việc làm, v.v.)
- Các dịch vụ nhà trẻ chuyên biệt dành cho trẻ nào có nguy cơ bị ngược đãi và/hoặc bỏ rơi
- Loại bỏ những rào cản về hệ thống trong việc tiếp cận các nguồn lực
- Các nhóm hỗ trợ của các bậc cha mẹ khác đang giải quyết các vấn đề tương tự
- Tiếp cận các lớp dạy nuôi con
- Một người hỗ trợ để lắng nghe ý kiến cha mẹ và giúp họ tạo ra một cơ cấu gia đình an toàn Tôi không biết

* 40. Các gia đình cần sự hỗ trợ gì nếu có quan ngại về lạm dụng tình dục? (Chỉ chọn một câu trả lời)

- Trị liệu/tư vấn về sức khỏe tâm thần cho trẻ em, cha mẹ và các gia đình
- Các nhóm hỗ trợ của thanh thiếu niên và trẻ em đang giải quyết các vấn đề tương tự
- Các nhóm hỗ trợ dành cho các thành viên gia đình không phải thủ phạm
- Sự hỗ trợ bao bọc trong cộng đồng và nhà trường, hiểu được chấn thương đó
- Hỗ trợ lập kế hoạch giữ an toàn cho gia đình
- Tôi không biết

* 41. Tôi cho rằng sẽ có ít tình trạng lạm dụng tình dục trẻ em hơn trong cộng đồng của tôi nếu: (Chỉ chọn một câu trả lời)

- Có nhiều người trưởng thành, thanh thiếu niên, và trẻ em hơn hiểu được các quy định về an toàn thân thể (đụng chạm chấp nhận được và không chấp nhận được)
- Có nhiều người trưởng thành, thanh thiếu niên, và trẻ em hơn hiểu được các ranh giới lành mạnh (chia sẻ chấp nhận được và chia sẻ quá nhiều)
- Có nhiều người trưởng thành, thanh thiếu niên, và trẻ em hơn hiểu được khi nào có và không có sự đồng ý (khi nào được đụng chạm vào cơ thể của tôi/của một người khác, khi nào không được đụng chạm vào cơ thể của tôi/của một người khác)
- Những người lớn tuổi hơn (người trưởng thành và thanh thiếu niên lớn hơn) có sự thấu cảm dành cho thanh thiếu niên và trẻ em (Lắng nghe để hiểu được quan điểm của thanh thiếu niên và trẻ em)
- Người lớn hiểu hơn về sự phát triển tính dục thích hợp (Hành vi của tôi/của con tôi có thích hợp đối với độ tuổi của chúng không?)
- Người lớn hỗ trợ thanh thiếu niên và trẻ em trong việc có tiếng nói về thân thể chúng
- Không có những niềm tin có hại về bé trai/bé gái/thanh thiếu niên và giới tính hay biểu thị tính dục của các em
- Tôi không biết

* 42. Theo quý vị, đặc điểm quan trọng nhất của các dịch vụ có chất lượng cao dành cho trẻ em và các gia đình là gì? (Chỉ chọn một câu trả lời)

- Sự đại diện đa văn hóa trong nhân viên cung cấp dịch vụ
- Các chương trình nhạy cảm về văn hóa và phù hợp về văn hóa
- Sự tiếp cận (giờ làm việc linh hoạt/miễn phí/có cung cấp phương tiện đưa đón)
- Sự liên lạc giữa chương trình và gia đình
- Dựa trên nghiên cứu
- Tôi không biết

*** 43. Để trẻ em và thanh thiếu niên được thành công, Ngân quỹ Thuế này nên đầu tư vào các tổ chức: (Chỉ chọn một câu trả lời)**

- Tham gia cùng cha mẹ và học sinh khi lập các chính sách ảnh hưởng đến họ
- Có ban quản lý và đội ngũ nhân viên phản ánh các nhóm dân mà họ phục vụ
- Có các mối quan hệ nhất quán giữa nhân viên và thanh thiếu niên và các gia đình
- Có cam kết đảm bảo sự bình đẳng chủng
- tộc/chống những bất bình đẳng mang tính lịch sử
- Có các giải pháp dựa trên nghiên cứu
- Lắng nghe, và đáp ứng, tiếng nói của thanh thiếu niên/các gia đình mà họ phục vụ.
- Tôi không biết

Chúng tôi định nghĩa bình đẳng chủng tộc vừa là kết quả vừa là một quy trình. Là kết quả, chúng ta đạt được sự bình đẳng chủng tộc khi chủng tộc không còn quyết định dựa vào kết quả kinh tế-xã hội của một người; khi tất cả mọi người có những gì họ cần để phát triển, bất kể họ sống ở đâu. Là quy trình, chúng ta áp dụng bình đẳng chủng tộc khi những ai bị ảnh hưởng nhiều nhất bởi sự bất bình đẳng chủng tộc mang tính cấu trúc có tham gia có ý nghĩa trong việc lập và triển khai các chính sách và phương pháp thực hành của tổ chức, có tác động đến cuộc sống của họ.

Khi chúng ta đạt được sự bình đẳng chủng tộc:

Mọi người, bao gồm người da màu, là chủ nhân, người lập kế hoạch, và người quyết định trong các hệ thống chi phối cuộc đời họ.

Chúng ta xác nhận và giải thích những bất bình đẳng trong quá khứ và hiện tại, và cung cấp cho tất cả mọi người, nhất là những ai bị ảnh hưởng nhiều nhất bởi những bất bình đẳng chủng tộc, cơ sở hạ tầng cần thiết để phát triển.

Tất cả mọi người hưởng lợi ích từ một hệ thống công bằng, bình đẳng hơn.

NGUỒN:

Bình Đẳng Chủng Tộc Là Gì? (không xác định ngày). Truy xuất từ <https://www.centerforsocialinclusion.org/our-work/what-is-racial-equity/>

*** 44. Cần phải xảy ra điều gì để các nguồn lực có thể được tiếp cận một cách bình đẳng?**

- Cho phép tôi/gia đình tôi tham gia quy trình lập kế hoạch
- Lập ra các tài liệu bằng ngôn ngữ của tôi
- Tuyển những người từ cộng đồng/văn hóa của tôi
- Thảo luận về lịch sử và tác động của phân biệt đối xử
- Yêu cầu cộng đồng phân bổ tài nguyên
- Khác
- Tôi không biết

* 45. Quý vị có muốn tham gia một nhóm trọng tâm có lương để giúp xác định các giải pháp cộng đồng nhằm cải thiện kết quả cho trẻ em và các gia đình không?

Có

Không

APPENDIX F

Community Survey Results

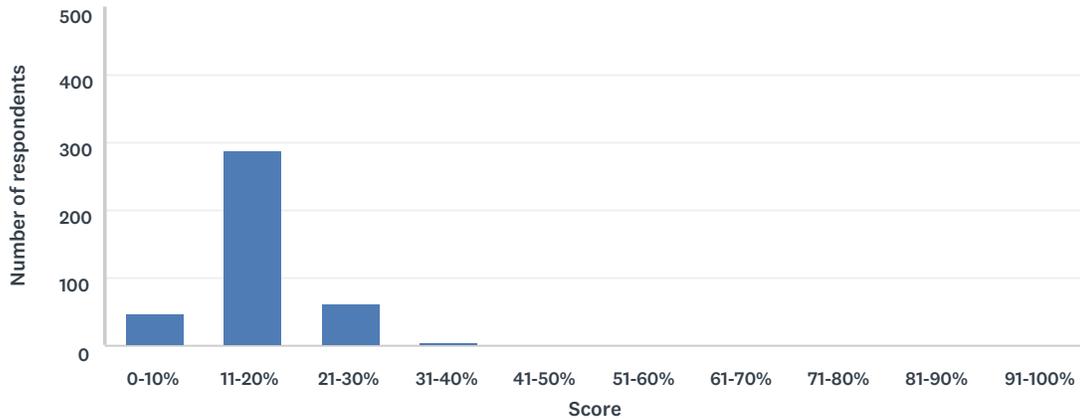


**Portland Children's Levy
Community Engagement**

Evaluation Report | April 2019

Quiz Summary

AVERAGE SCORE
17% • 13/77 PTS



STATISTICS

Lowest Score	Median	Highest Score
6%	16%	42%

Mean: 17%

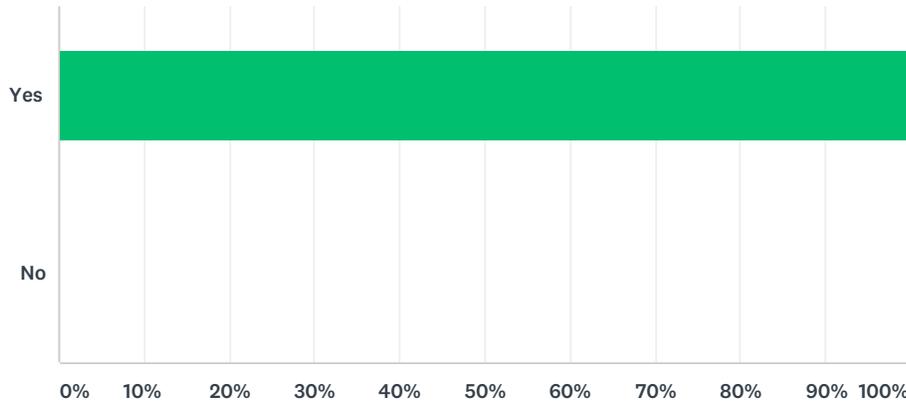
Standard Deviation: 5%

Question Ranking

QUESTIONS (11)	DIFFICULTY	AVERAGE SCORE
Q19 Have you and/or your child ever been involved in the foster care system?	1	4%
Q17 Do you have a disability?	2	11%
Q15 How do you identify your race/ethnicity? (Check all that apply)	3	11%
Q6 What is your gender identity? (Check all that apply)	4	15%
Q5 If you are a service provider who works directly with families, in which category does the service you provide best fit? (Check all that apply)	5	16%
Q8 Do you identify as a member of the LGBTQ community?	6	19%
Q16 Are you a parent of a child with a disability?	7	20%
Q9 Do you identify as an immigrant/refugee?	8	32%
Q14 How much total combined money did all members of your HOUSEHOLD earn last year?	9	50%
Q20 Have you ever experienced houselessness?	10	61%
Q3 Are you interested in participating in a survey?	11	100%

Q1 Consent - I have read the above information and have been given the opportunity to ask questions and my questions have been answered. If I have additional questions, I have been told whom to contact. I agree to participate in the Portland Children's Levy Community Engagement Process.

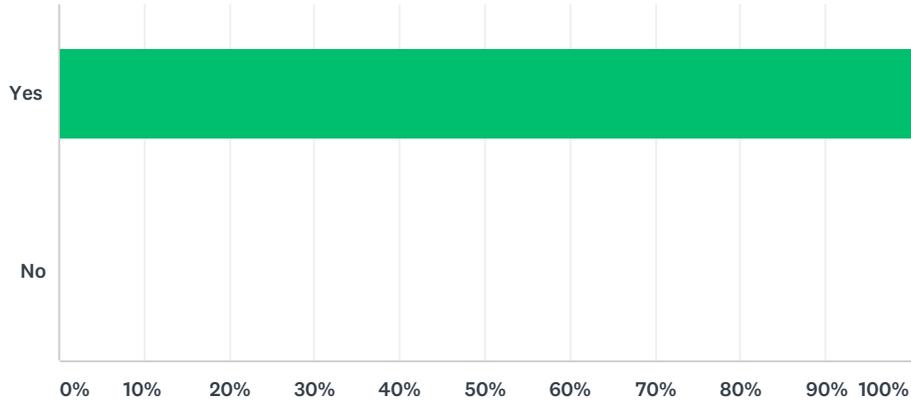
Answered: 405 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	100.00%	405
No	0.00%	0
TOTAL		405

Q3 Are you interested in participating in a survey?

Answered: 405 Skipped: 0



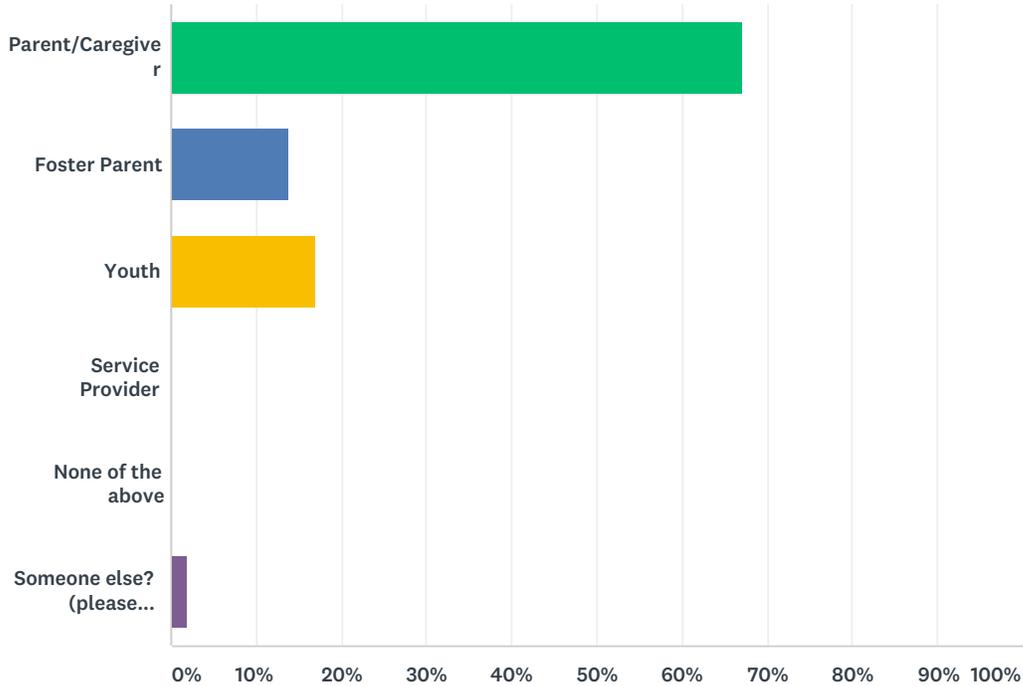
QUIZ STATISTICS

Percent Correct 100%	Average Score 1.0/1.0 (100%)	Standard Deviation 0.00	Difficulty 11/11
-------------------------	---------------------------------	----------------------------	---------------------

ANSWER CHOICES	SCORE	RESPONSES	
✓ Yes	1/1	100.00%	405
✓ No	1/1	0.00%	0
TOTAL			405

Q4 Are you a parent/caregiver, foster parent, youth or service provider?

Answered: 405 Skipped: 0

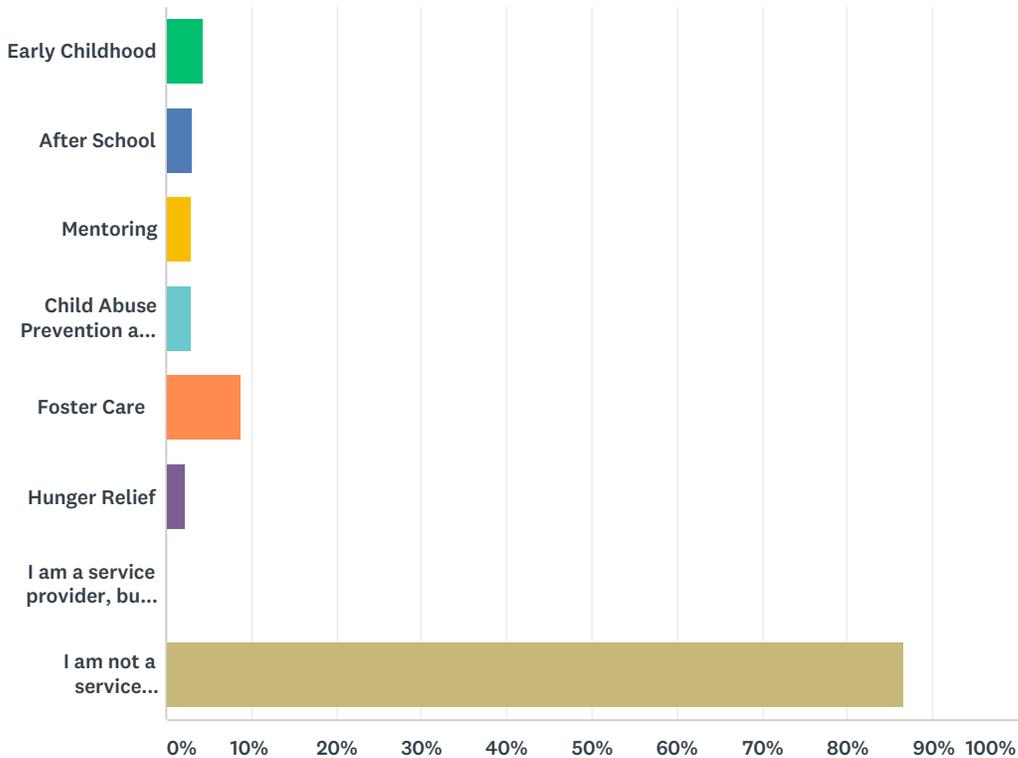


ANSWER CHOICES	RESPONSES	
Parent/Caregiver	67.16%	272
Foster Parent	13.83%	56
Youth	17.04%	69
Service Provider	0.00%	0
None of the above	0.00%	0
Someone else? (please specify)	1.98%	8
TOTAL		405

#	SOMEONE ELSE? (PLEASE SPECIFY)	DATE
1	Godmother	2/25/2019 5:12 PM
2	n/a	2/25/2019 1:51 AM
3	n/a	2/22/2019 10:16 AM
4	english teacher	2/18/2019 9:09 PM
5	community advocate	2/15/2019 5:55 PM
6	Teacher	2/15/2019 5:42 PM
7	teacher	2/15/2019 5:32 PM
8	Legal Guardian via DHS	2/4/2019 8:20 PM

Q5 If you are a service provider who works directly with families, in which category does the service you provide best fit? (Check all that apply)

Answered: 405 Skipped: 0



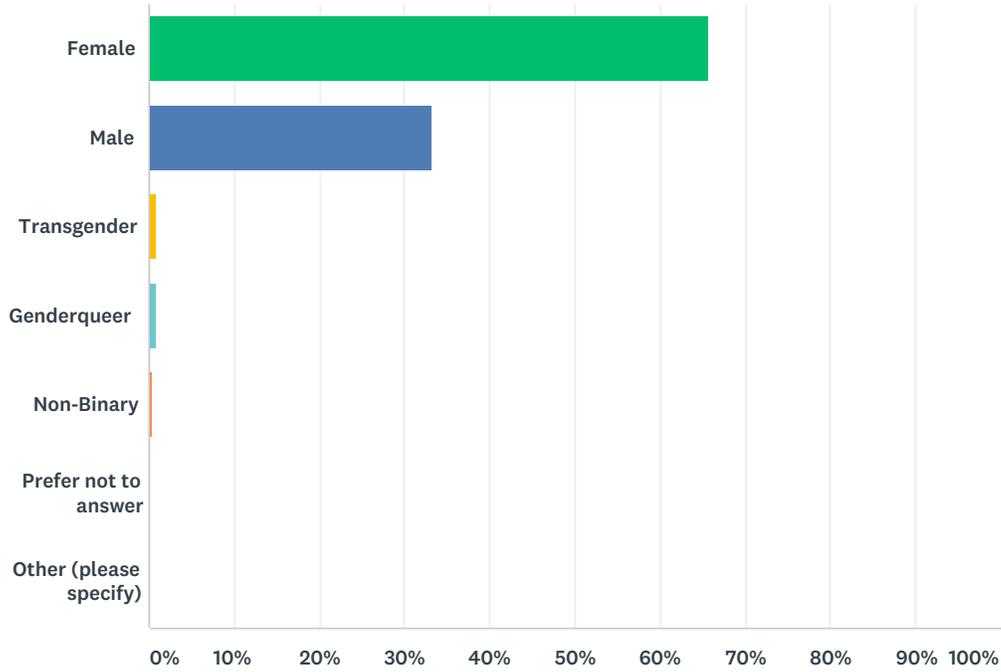
QUIZ STATISTICS

Percent Correct 0%	Average Score 2.2/14.0 (16%)	Standard Deviation 0.92	Difficulty 5/11
-----------------------	---------------------------------	----------------------------	--------------------

ANSWER CHOICES	SCORE	RESPONSES
✓ Early Childhood	2/14	4.44% 18
✓ After School	2/14	3.21% 13
✓ Mentoring	2/14	2.96% 12
✓ Child Abuse Prevention and Intervention	2/14	2.96% 12
✓ Foster Care	2/14	8.89% 36
✓ Hunger Relief	2/14	2.22% 9
I am a service provider, but the services I provide don't fall into any of these categories.	0/14	0.00% 0
✓ I am not a service provider	2/14	86.67% 351
Total Respondents: 405		

Q6 What is your gender identity? (Check all that apply)

Answered: 405 Skipped: 0



QUIZ STATISTICS

Percent Correct 0%	Average Score 1.0/7.0 (15%)	Standard Deviation 0.25	Difficulty 4/11
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ANSWER CHOICES	SCORE	RESPONSES	
✓ Female	1/7	65.68%	266
✓ Male	1/7	33.33%	135
✓ Transgender	2/7	0.74%	3
✓ Genderqueer	2/7	0.74%	3
✓ Non-Binary	1/7	0.49%	2
Prefer not to answer	0/7	0.25%	1
Other (please specify)	--	0.00%	0
Total Respondents: 405			

#	OTHER (PLEASE SPECIFY)	DATE
	There are no responses.	

Q7 What is the primary language spoken at home? (Please choose only one.)

Answered: 405 Skipped: 0



ANSWER CHOICES	RESPONSES	
Chinese	0.49%	2
English	52.10%	211
French	0.25%	1

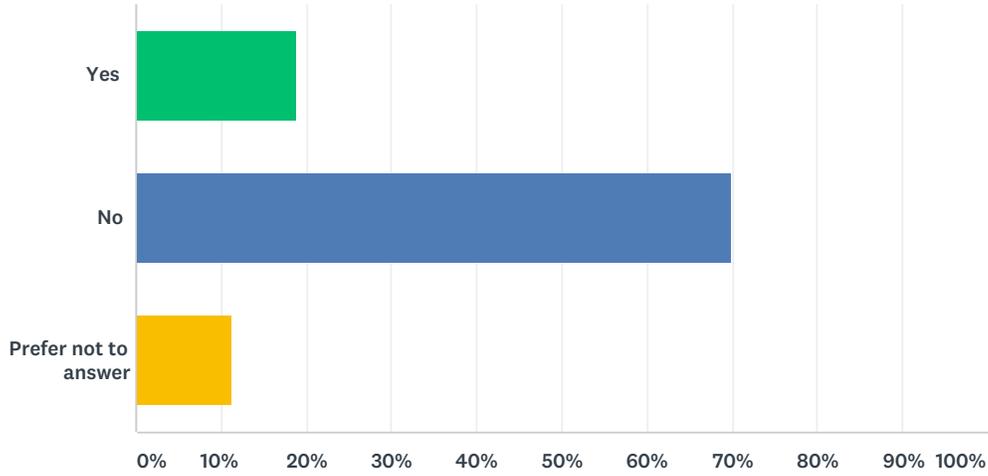
Korean	0.25%	1
Russian	3.46%	14
Spanish	24.69%	100
Tagalog	0.00%	0
Vietnamese	0.49%	2
Somali	5.93%	24
Cantonese	0.00%	0
Mandarin	0.00%	0
Mai Mai	0.25%	1
Hmong	0.00%	0
Arabic	0.49%	2
Other/multiple languages (please specify)	11.60%	47
TOTAL		405

#	OTHER/MULTIPLE LANGUAGES (PLEASE SPECIFY)	DATE
1	English/spanish	2/25/2019 1:12 PM
2	Akateco	2/22/2019 10:28 AM
3	Amharic	2/22/2019 9:44 AM
4	English/Russian	2/21/2019 9:08 PM
5	English & spanish	2/21/2019 8:14 PM
6	english & russian	2/21/2019 8:04 PM
7	Pacific Islander	2/20/2019 9:43 PM
8	English; Swahili	2/18/2019 8:18 PM
9	Tongan	2/18/2019 6:32 PM
10	Amharic - Ethiopian LAnguage	2/15/2019 5:16 PM
11	Chicano	2/13/2019 11:00 PM
12	Tongan	2/13/2019 8:05 PM
13	Tongan	2/13/2019 8:01 PM
14	Tonnga	2/13/2019 7:54 PM
15	Tongan	2/13/2019 7:15 PM
16	Tongan	2/13/2019 6:53 PM
17	Tongan	2/13/2019 6:48 PM
18	Tongan	2/13/2019 6:34 PM
19	Tongan	2/13/2019 6:17 PM
20	Tongan	2/13/2019 6:13 PM
21	Tongan	2/13/2019 6:02 PM
22	Tongan	2/13/2019 5:52 PM
23	English; Tongan	2/13/2019 5:43 PM

24	English; Tongan	2/13/2019 5:34 PM
25	Tongan	2/13/2019 5:23 PM
26	Primarily English and some Italian	2/12/2019 9:12 PM
27	english and spanish	2/12/2019 8:07 PM
28	spanish	2/12/2019 6:56 PM
29	Czech	2/7/2019 6:01 PM
30	Tonga	2/5/2019 8:23 PM
31	English; Tongan	2/5/2019 3:12 PM
32	English; Tongan	2/5/2019 3:08 PM
33	English; Tongan	2/5/2019 3:03 PM
34	English; Tongan	2/5/2019 10:29 AM
35	Spanish and English	2/5/2019 9:59 AM
36	Japanese	1/25/2019 6:45 AM
37	Burmese, Kachin	1/23/2019 8:09 PM
38	Burmese, Kachin	1/23/2019 8:05 PM
39	Chinese; Korean	1/23/2019 7:54 PM
40	English; Swahili	1/23/2019 7:34 PM
41	not provided	1/23/2019 6:11 PM
42	ENGLISH; SOMALI; ARABIC	1/23/2019 5:41 PM
43	ENGLISH; SOMALI	1/22/2019 9:03 PM
44	English; Russian	1/22/2019 6:43 PM
45	ENGLISH; SOMALI; Mai Mai	1/21/2019 7:07 PM
46	ENGLISH; SOMALI	1/21/2019 6:56 PM
47	ENGLISH; SOMALI	1/21/2019 6:18 PM

Q8 Do you identify as a member of the LGBTQ community?

Answered: 405 Skipped: 0



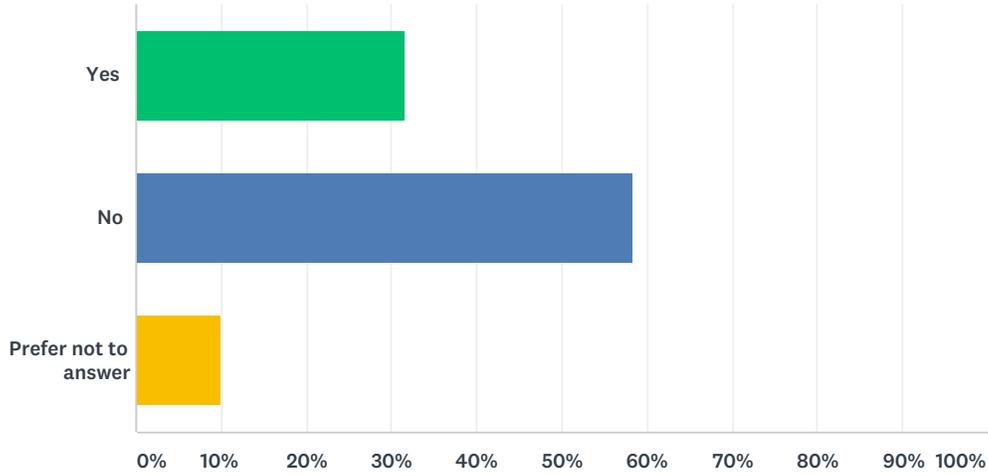
QUIZ STATISTICS

Percent Correct 19%	Average Score 0.4/2.0 (19%)	Standard Deviation 0.78	Difficulty 6/11
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ANSWER CHOICES	SCORE	RESPONSES	
✓ Yes	2/2	18.77%	76
No	0/2	69.88%	283
Prefer not to answer	0/2	11.36%	46
TOTAL			405

Q9 Do you identify as an immigrant/refugee?

Answered: 405 Skipped: 0



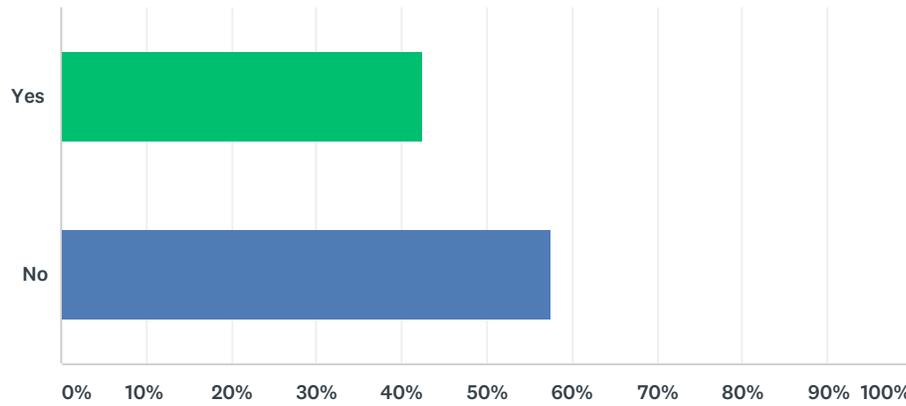
QUIZ STATISTICS

Percent Correct 32%	Average Score 0.6/2.0 (32%)	Standard Deviation 0.93	Difficulty 8/11
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ANSWER CHOICES	SCORE	RESPONSES	
✓ Yes	2/2	31.60%	128
No	0/2	58.27%	236
Prefer not to answer	0/2	10.12%	41
TOTAL			405

Q10 Do you have children birth to age 5?

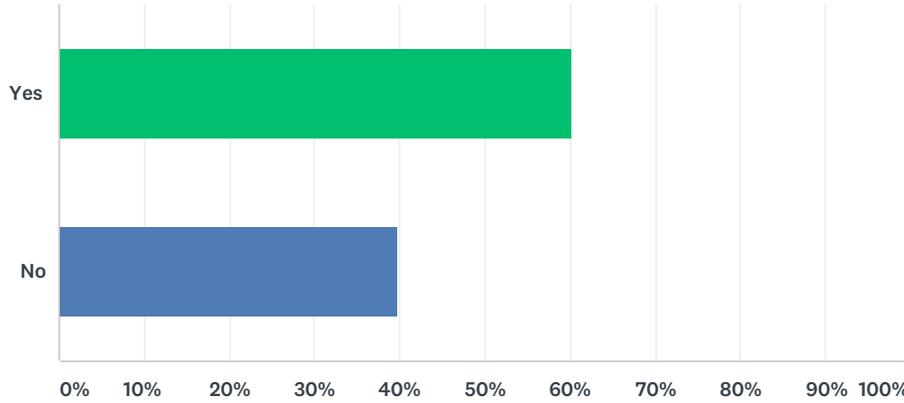
Answered: 405 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	42.47%	172
No	57.53%	233
TOTAL		405

Q11 Do you have children ages 6 - 18?

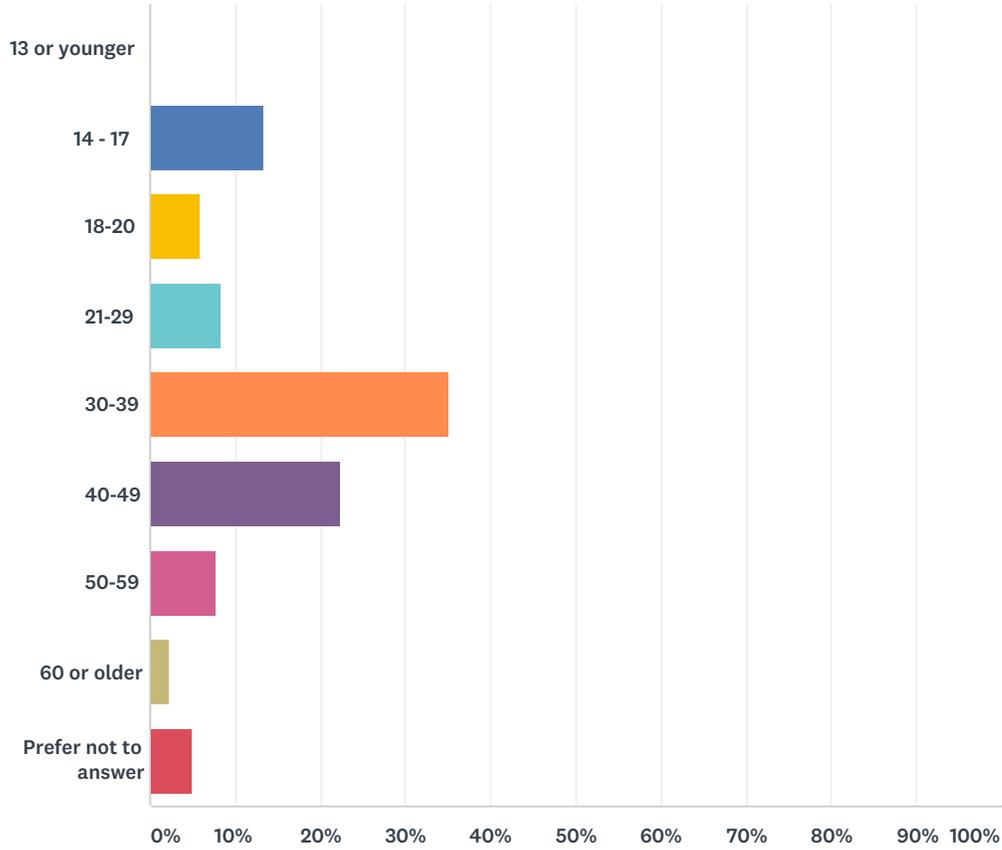
Answered: 405 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	60.25%	244
No	39.75%	161
TOTAL		405

Q12 Which category below includes your age?

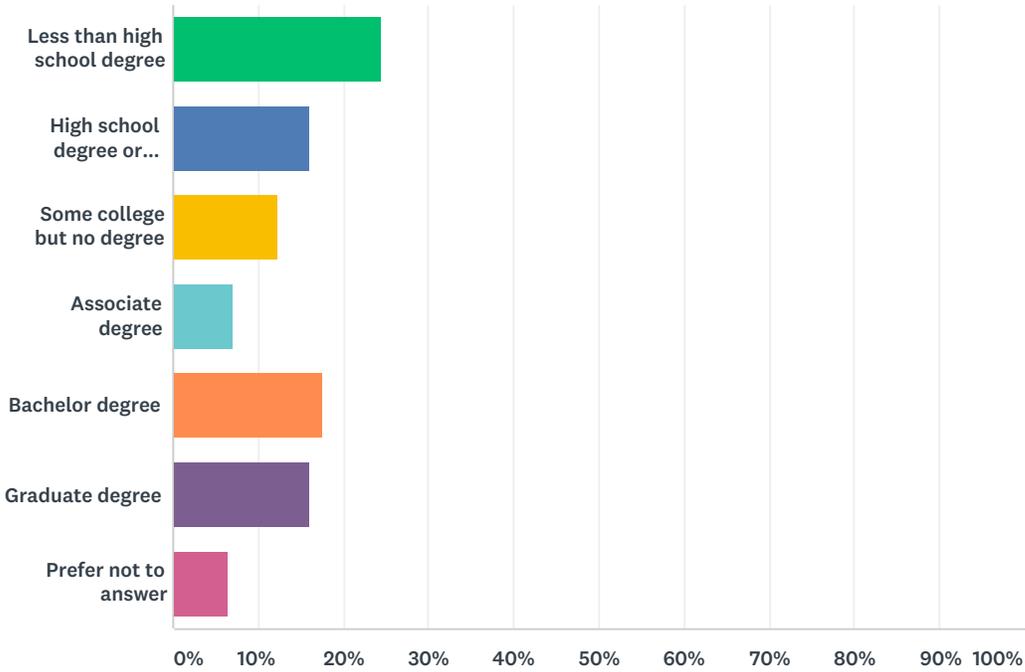
Answered: 405 Skipped: 0



ANSWER CHOICES	RESPONSES
13 or younger	0.00% 0
14 - 17	13.33% 54
18-20	5.93% 24
21-29	8.40% 34
30-39	35.06% 142
40-49	22.47% 91
50-59	7.65% 31
60 or older	2.22% 9
Prefer not to answer	4.94% 20
TOTAL	405

Q13 What is the highest level of school you have completed or the highest degree you have received?

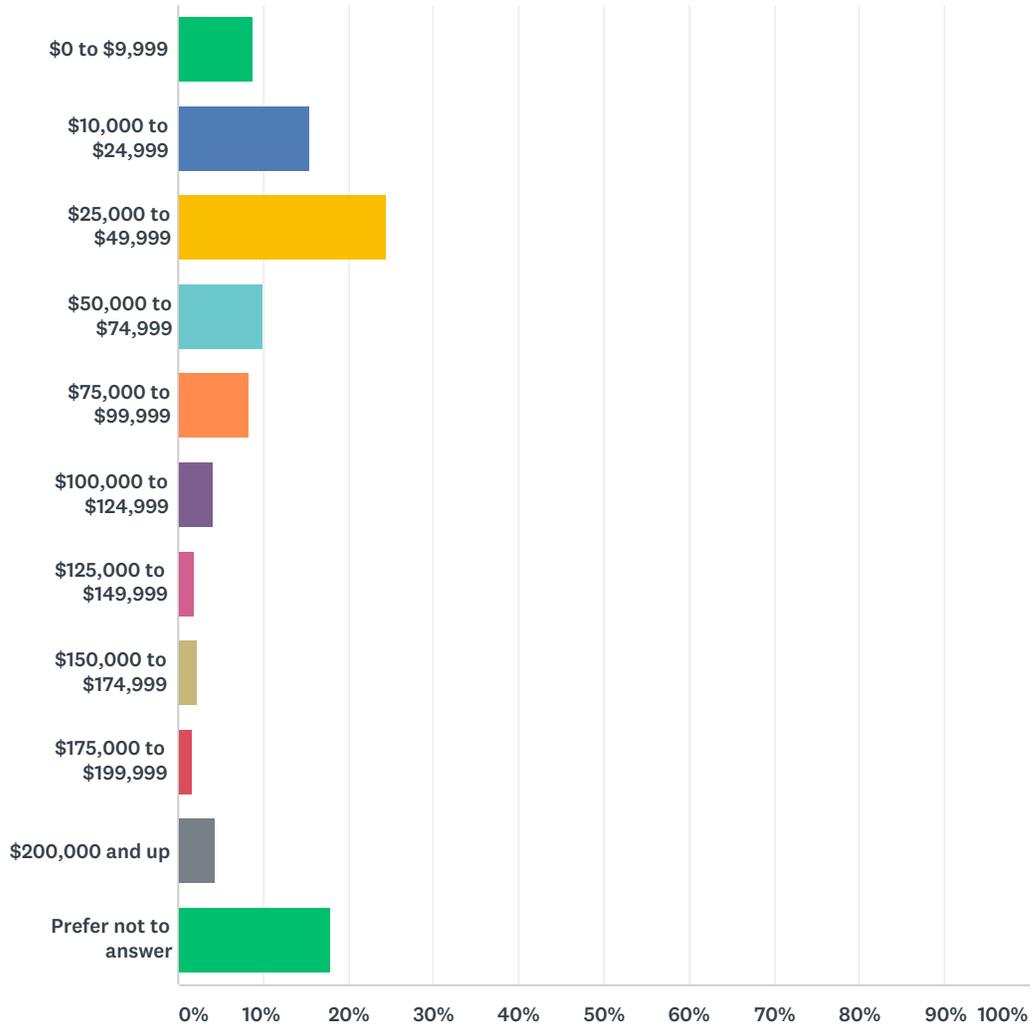
Answered: 405 Skipped: 0



ANSWER CHOICES	RESPONSES	
Less than high school degree	24.44%	99
High school degree or equivalent (e.g., GED)	16.05%	65
Some college but no degree	12.35%	50
Associate degree	7.16%	29
Bachelor degree	17.53%	71
Graduate degree	16.05%	65
Prefer not to answer	6.42%	26
TOTAL		405

Q14 How much total combined money did all members of your HOUSEHOLD earn last year?

Answered: 405 Skipped: 0



QUIZ STATISTICS

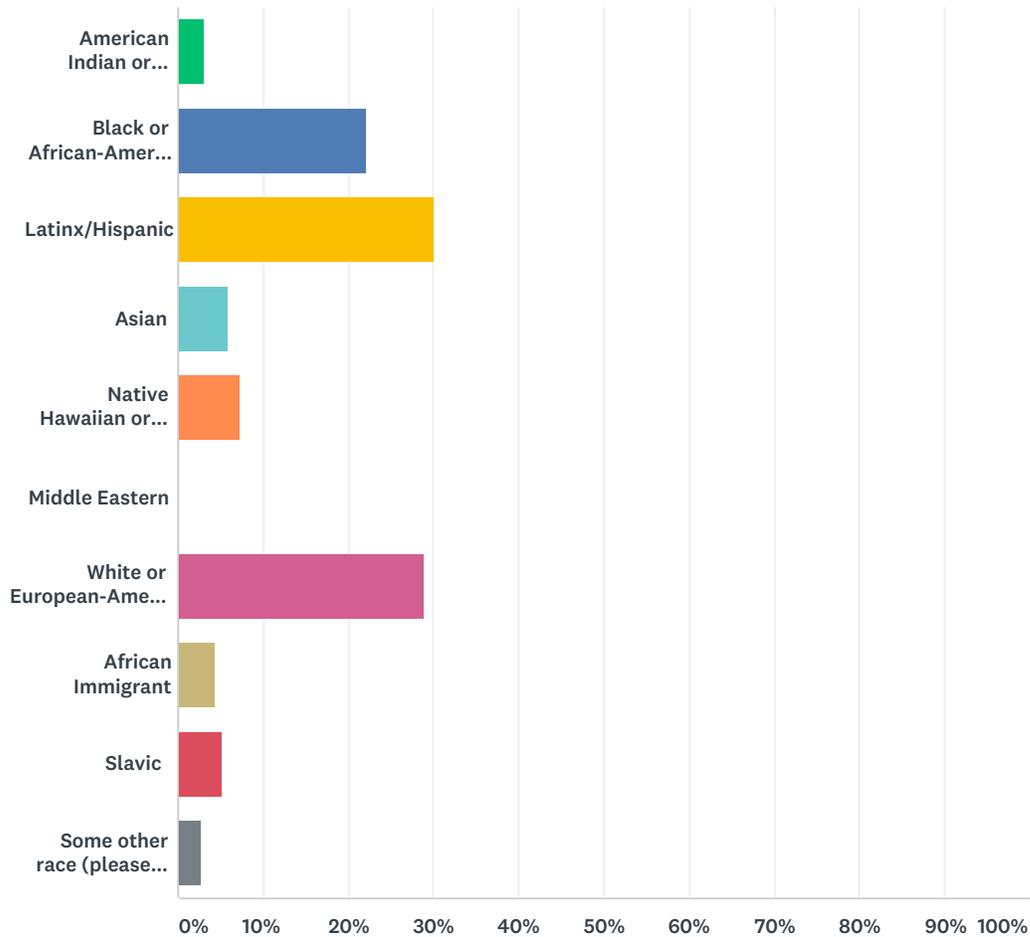
Percent Correct 24%	Average Score 2.0/4.0 (50%)	Standard Deviation 1.72	Difficulty 9/11
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ANSWER CHOICES	SCORE	RESPONSES	
✓ \$0 to \$9,999	4/4	8.89%	36
✓ \$10,000 to \$24,999	4/4	15.56%	63
\$25,000 to \$49,999	3/4	24.44%	99
\$50,000 to \$74,999	3/4	10.12%	41
\$75,000 to \$99,999	0/4	8.40%	34
\$100,000 to \$124,999	0/4	4.20%	17
\$125,000 to \$149,999	0/4	1.98%	8

\$150,000 to \$174,999	0/4	2.22%	9
\$175,000 to \$199,999	0/4	1.73%	7
\$200,000 and up	0/4	4.44%	18
Prefer not to answer	0/4	18.02%	73
TOTAL			405

Q15 How do you identify your race/ethnicity? (Check all that apply)

Answered: 405 Skipped: 0



QUIZ STATISTICS

Percent Correct 0%	Average Score 3.3/29.0 (11%)	Standard Deviation 2.47	Difficulty 3/11
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ANSWER CHOICES	SCORE	RESPONSES	
✓ American Indian or Alaskan Native	6/29	3.21%	13
✓ Black or African-American	5/29	22.22%	90
✓ Latinx/Hispanic	4/29	30.12%	122
✓ Asian	2/29	5.93%	24
✓ Native Hawaiian or other Pacific Islander	4/29	7.41%	30
✓ Middle Eastern	2/29	0.25%	1
White or European-American	0/29	28.89%	117
✓ African Immigrant	5/29	4.44%	18
✓ Slavic	1/29	5.19%	21

Some other race (please specify)

--

2.72%

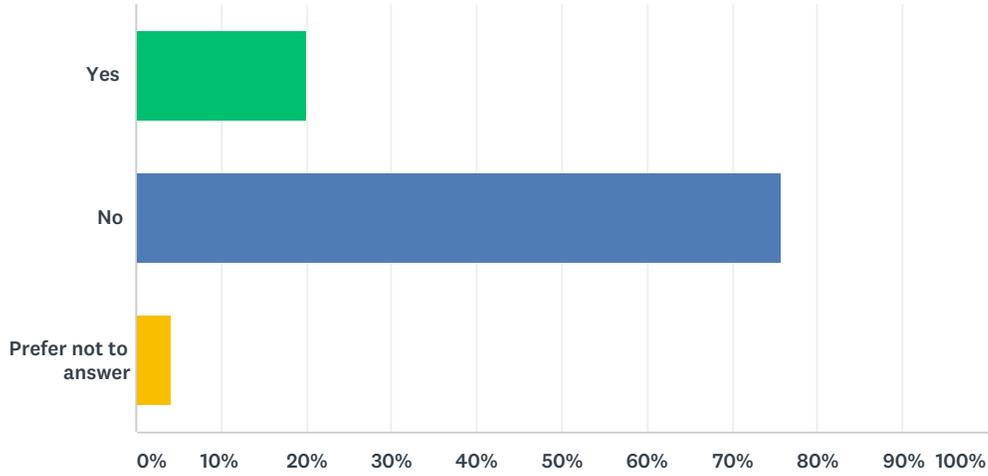
11

Total Respondents: 405

#	SOME OTHER RACE (PLEASE SPECIFY)	DATE
1	Guatemala	2/25/2019 2:47 AM
2	Mexicano	2/23/2019 7:55 PM
3	n/a	2/22/2019 10:17 AM
4	Jewish	2/21/2019 8:04 PM
5	multi-racial	2/15/2019 2:28 PM
6	Chicano	2/13/2019 11:00 PM
7	Afro-Caribbean	2/13/2019 10:51 PM
8	Tongan	2/13/2019 6:53 PM
9	(blank)	2/5/2019 8:34 PM
10	human	1/24/2019 8:59 PM
11	Congolese	1/23/2019 7:34 PM

Q16 Are you a parent of a child with a disability?

Answered: 405 Skipped: 0



QUIZ STATISTICS

Percent Correct
20%

Average Score
0.4/2.0 (20%)

Standard Deviation
0.80

Difficulty
7/11

ANSWER CHOICES

SCORE

RESPONSES

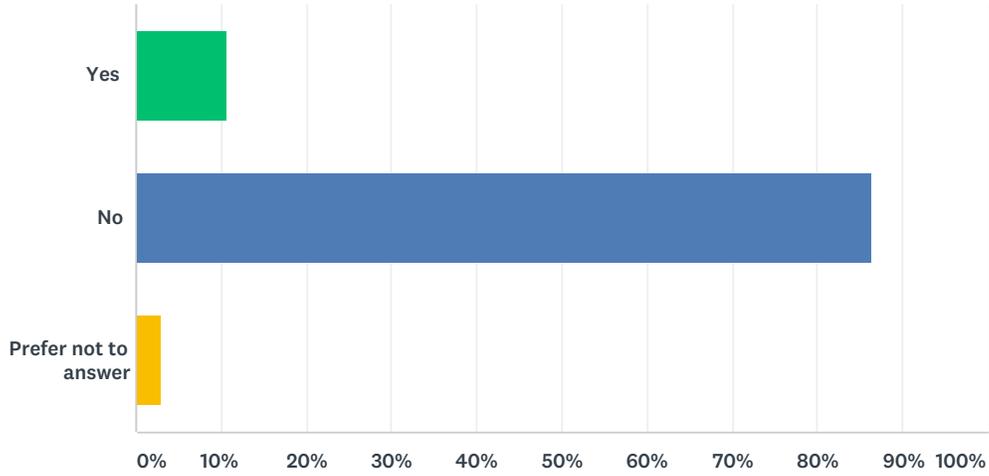
✓ Yes	2/2	20.00%	81
No	0/2	75.80%	307
Prefer not to answer	0/2	4.20%	17

TOTAL

405

Q17 Do you have a disability?

Answered: 405 Skipped: 0



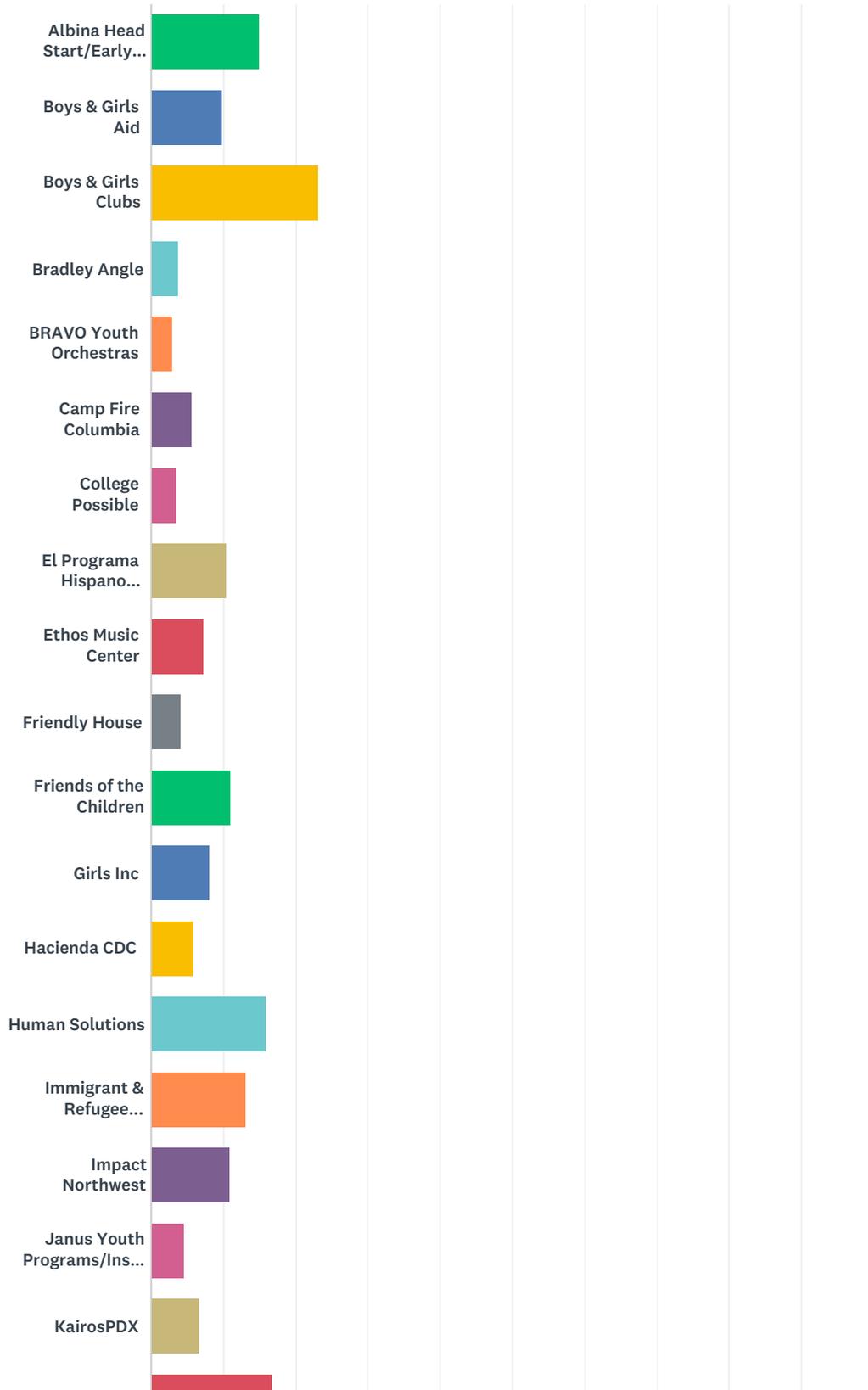
QUIZ STATISTICS

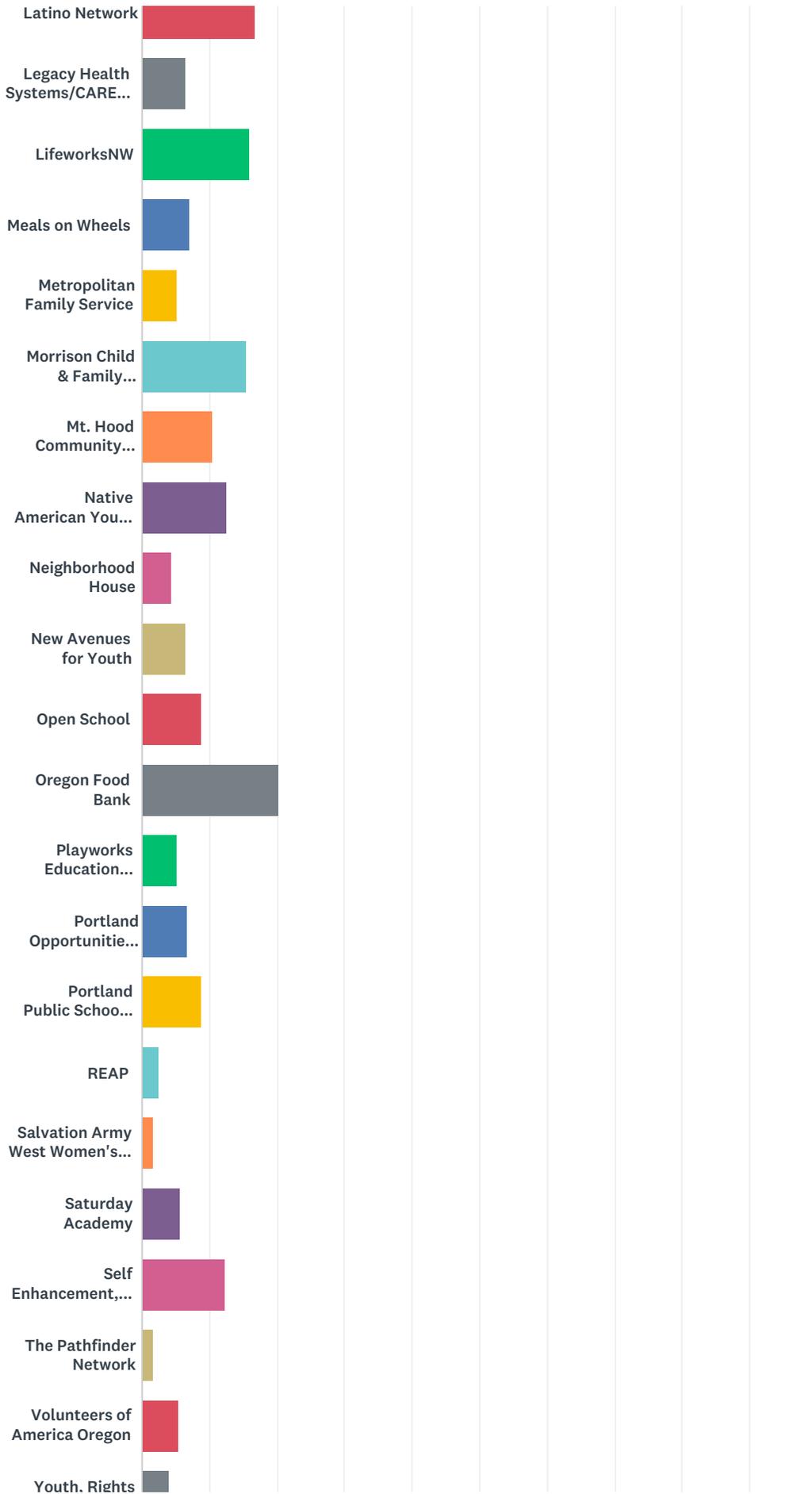
Percent Correct 11%	Average Score 0.2/2.0 (11%)	Standard Deviation 0.62	Difficulty 2/11
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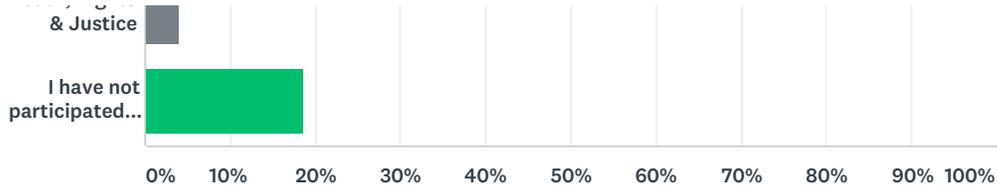
ANSWER CHOICES	SCORE	RESPONSES	
✓ Yes	2/2	10.62%	43
No	0/2	86.42%	350
Prefer not to answer	0/2	2.96%	12
TOTAL			405

Q18 Please check all of the following programs/organizations that you have interacted with.

Answered: 405 Skipped: 0





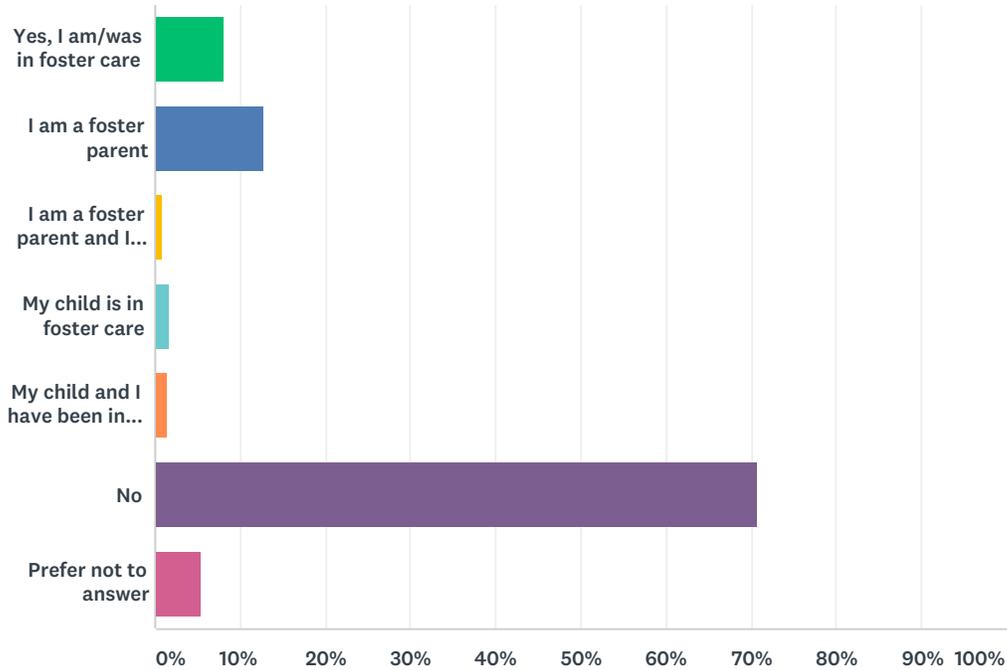


ANSWER CHOICES	RESPONSES	
Albina Head Start/Early Head Start	15.06%	61
Boys & Girls Aid	9.88%	40
Boys & Girls Clubs	23.21%	94
Bradley Angle	3.70%	15
BRAVO Youth Orchestras	2.96%	12
Camp Fire Columbia	5.68%	23
College Possible	3.46%	14
El Programa Hispano Católico	10.37%	42
Ethos Music Center	7.41%	30
Friendly House	4.20%	17
Friends of the Children	11.11%	45
Girls Inc	8.15%	33
Hacienda CDC	5.93%	24
Human Solutions	15.80%	64
Immigrant & Refugee Community Organization (IRCO)	13.09%	53
Impact Northwest	10.86%	44
Janus Youth Programs/Insights Teen Parent Services	4.69%	19
KairosPDX	6.67%	27
Latino Network	16.79%	68
Legacy Health Systems/CARES NW	6.42%	26
LifeworksNW	15.80%	64
Meals on Wheels	7.16%	29
Metropolitan Family Service	5.19%	21
Morrison Child & Family Services	15.56%	63
Mt. Hood Community College – Childcare Resource & Referral, Head Start & Early Head Start	10.37%	42
Native American Youth and Family Center (NAYA)	12.59%	51
Neighborhood House	4.44%	18
New Avenues for Youth	6.42%	26
Open School	8.89%	36
Oregon Food Bank	20.25%	82

Playworks Education Energized	5.19%	21
Portland Opportunities Industrialization Center (POIC)	6.67%	27
Portland Public Schools Head Start	8.89%	36
REAP	2.47%	10
Salvation Army West Women's and Children's Shelter	1.73%	7
Saturday Academy	5.68%	23
Self Enhancement, Inc. (SEI)	12.35%	50
The Pathfinder Network	1.73%	7
Volunteers of America Oregon	5.43%	22
Youth, Rights & Justice	3.95%	16
I have not participated in any of these programs/organizations.	18.52%	75
Total Respondents: 405		

Q19 Have you and/or your child ever been involved in the foster care system?

Answered: 405 Skipped: 0



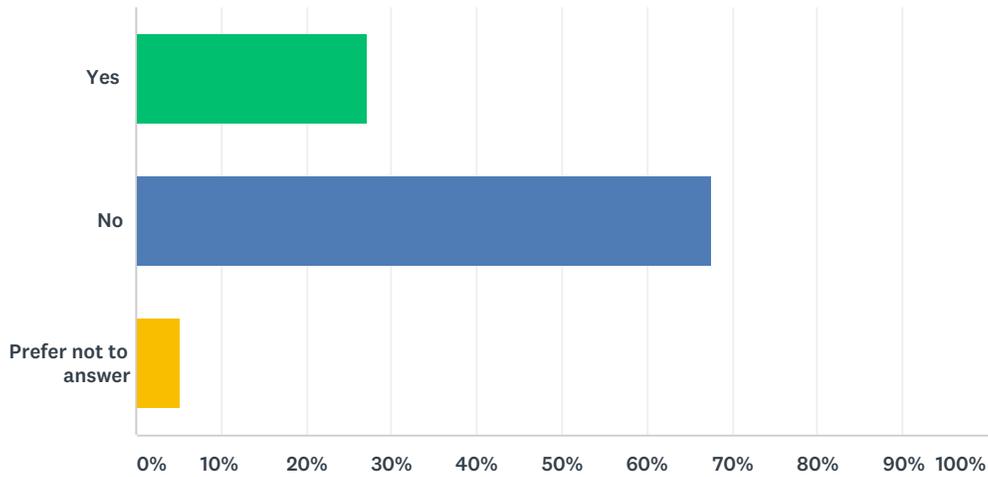
QUIZ STATISTICS

Percent Correct 0%	Average Score 0.5/12.0 (4%)	Standard Deviation 0.95	Difficulty 1/11
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ANSWER CHOICES	SCORE	RESPONSES	
✓ Yes, I am/was in foster care	2/12	8.15%	33
✓ I am a foster parent	2/12	12.84%	52
✓ I am a foster parent and I was in foster care as a child	3/12	0.74%	3
✓ My child is in foster care	2/12	1.73%	7
✓ My child and I have been in foster care	3/12	1.48%	6
No	0/12	70.62%	286
Prefer not to answer	0/12	5.43%	22
Total Respondents: 405			

Q20 Have you ever experienced houselessness?

Answered: 405 Skipped: 0



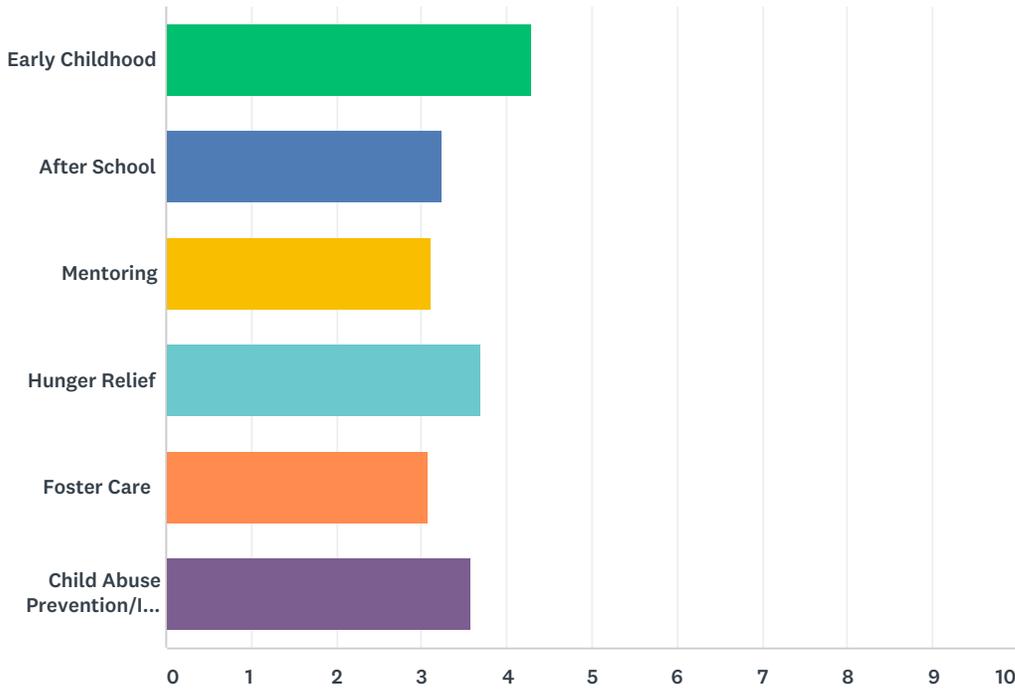
QUIZ STATISTICS

Percent Correct 27%	Average Score 1.2/2.0 (61%)	Standard Deviation 0.53	Difficulty 10/11
------------------------	--------------------------------	----------------------------	---------------------

ANSWER CHOICES	SCORE	RESPONSES	
✓ Yes	2/2	27.16%	110
No	1/2	67.65%	274
Prefer not to answer	0/2	5.19%	21
TOTAL			405

Q21 The Levy's total annual funding must be divided among 6 program focus areas. Please rank the below program focus areas in order of which should receive most funding, 1 being the area that should receive the most funding, 6 being the area that should receive the least funding.

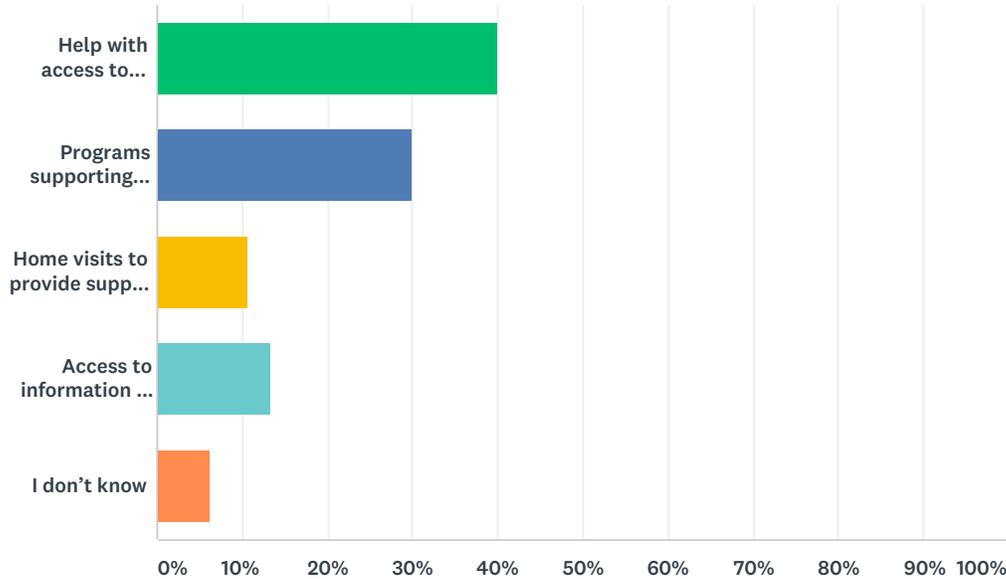
Answered: 405 Skipped: 0



	1	2	3	4	5	6	TOTAL	SCORE
Early Childhood	35.56% 144	19.01% 77	12.84% 52	14.57% 59	7.41% 30	10.62% 43	405	4.29
After School	10.86% 44	20.99% 85	14.57% 59	10.12% 41	22.72% 92	20.74% 84	405	3.25
Mentoring	8.40% 34	12.35% 50	19.75% 80	20.25% 82	20.00% 81	19.26% 78	405	3.11
Hunger Relief	14.07% 57	18.02% 73	21.23% 86	26.67% 108	11.60% 47	8.40% 34	405	3.71
Foster Care	9.38% 38	12.59% 51	17.78% 72	16.54% 67	23.21% 94	20.49% 83	405	3.07
Child Abuse Prevention/Intervention	21.73% 88	17.04% 69	13.83% 56	11.85% 48	15.06% 61	20.49% 83	405	3.57

Q22 I think the biggest way that the Children’s Levy can help children be ready to start kindergarten is: (Choose only one answer)

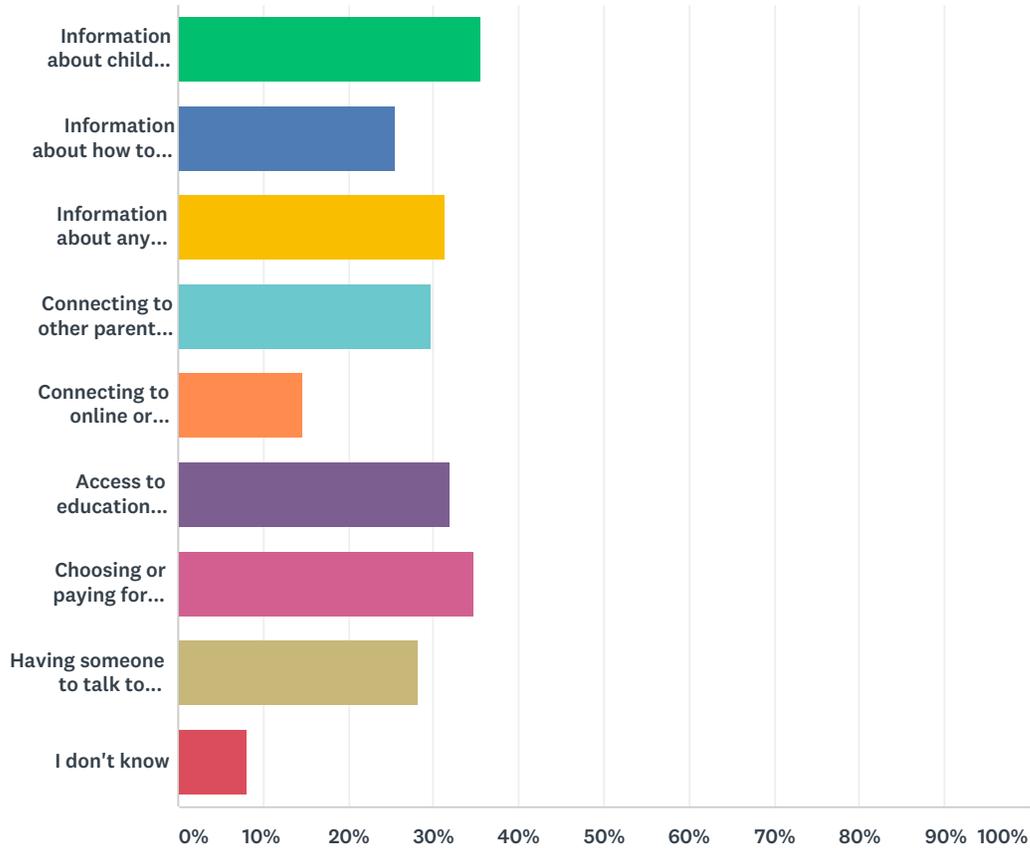
Answered: 405 Skipped: 0



ANSWER CHOICES	RESPONSES
Help with access to affordable, high-quality preschools (small child to caregiver/teacher ratios/follow state standards)	40.00% 162
Programs supporting families, child care providers and teachers in teaching their child and guiding the child's behavior	29.88% 121
Home visits to provide support and education for the family	10.62% 43
Access to information to prepare parents for important milestones (when to start school, programs available, child wellness check-ups, available resources)	13.33% 54
I don't know	6.17% 25
TOTAL	405

Q23 I think parents and families of young children in my community would like support with: (Choose up to three answers)

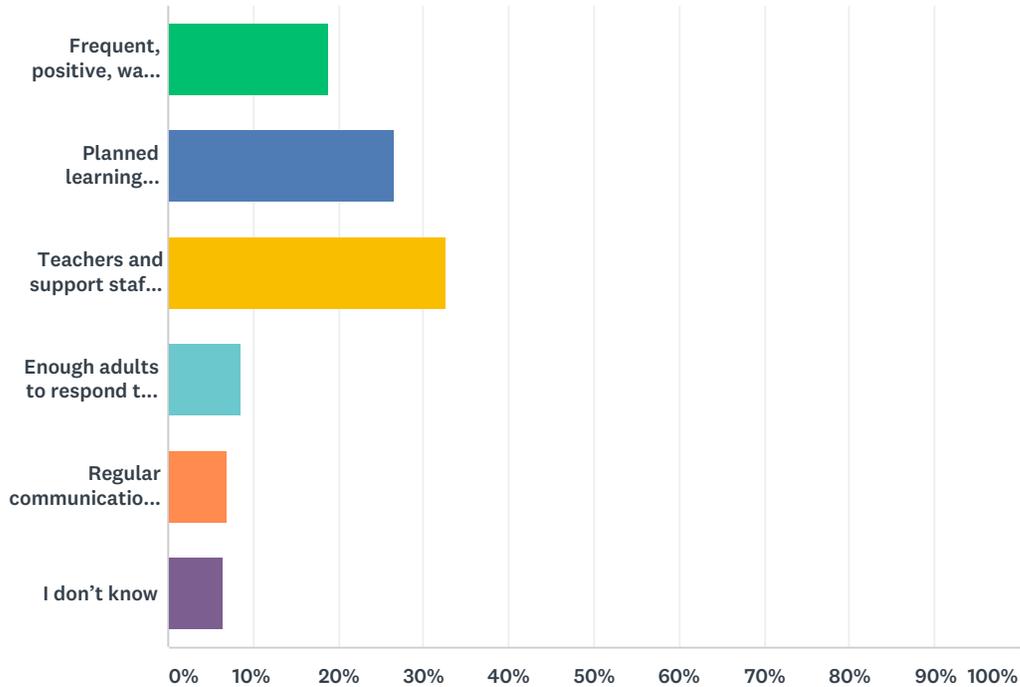
Answered: 405 Skipped: 0



ANSWER CHOICES	RESPONSES	
Information about child development	35.56%	144
Information about how to play or talk with their child	25.43%	103
Information about any condition or disability their child might have	31.36%	127
Connecting to other parents of similar aged children in their community	29.63%	120
Connecting to online or digital resources and support	14.57%	59
Access to education classes about parenting	32.10%	130
Choosing or paying for childcare of their choice	34.81%	141
Having someone to talk to about parenting challenges in life	28.15%	114
I don't know	8.15%	33
Total Respondents: 405		

**Q24 To best prepare children for success once they enter Kindergarten, the most important thing for an earlychildhood childcare setting to offer is:
(Choose only one answer)**

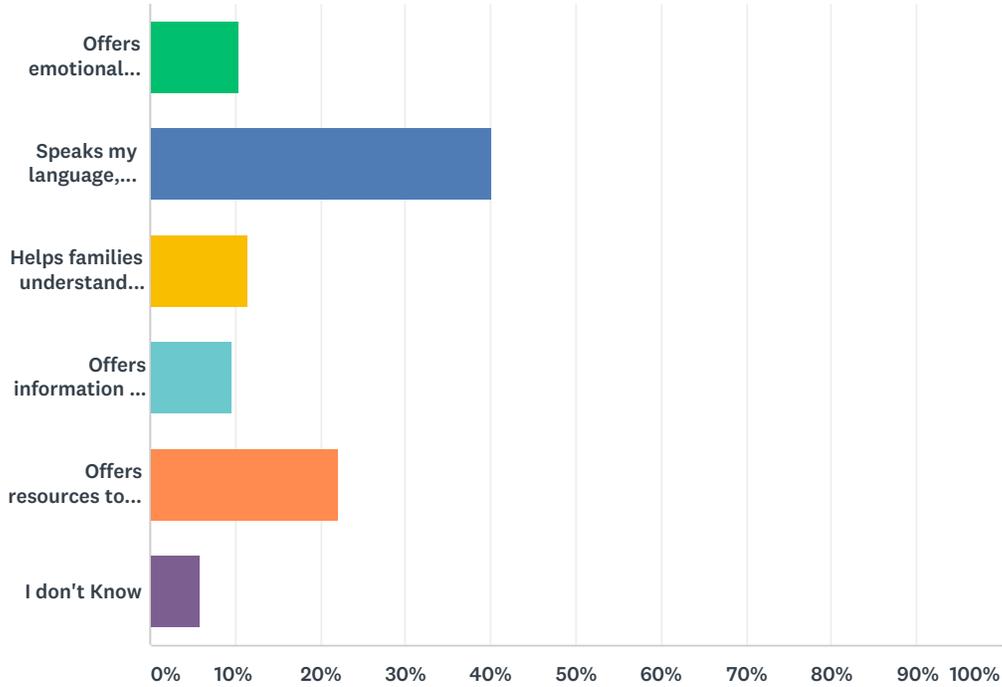
Answered: 405 Skipped: 0



ANSWER CHOICES	RESPONSES
Frequent, positive, warm interactions among adults and children	18.77% 76
Planned learning activities with materials appropriate to children's age and development	26.67% 108
Teachers and support staff who are trained to stay up to date on current research about brain development to provide a challenging, nurturing, supportive environment for young children	32.59% 132
Enough adults to respond to individual children with ongoing, systematic evaluation of all program components and personnel	8.64% 35
Regular communication with parents who are welcomed visitors at all times	6.91% 28
I don't know	6.42% 26
TOTAL	405

Q25 When service providers conduct home visits with families with young children, it is most important that the person is someone who: (Choose only one answer)

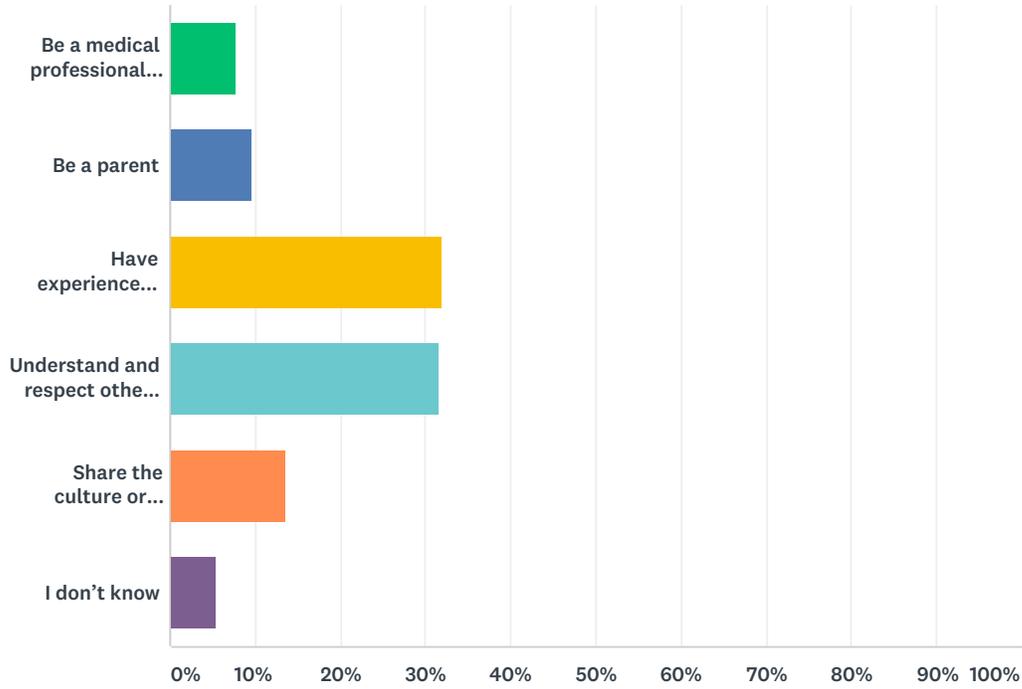
Answered: 405 Skipped: 0



ANSWER CHOICES	RESPONSES	
Offers emotional support	10.37%	42
Speaks my language, understands my culture/values (culturally specific)	40.25%	163
Helps families understand typical development for a baby or young child	11.60%	47
Offers information to parents to help their child grow up healthy	9.63%	39
Offers resources to parents if there are concerns or needs (for the parents or the child; e.g. diapers, clothing, food)	22.22%	90
I don't Know	5.93%	24
TOTAL		405

Q26 If home visits happen, I think the person who visits a family's home should: (Choose only one answer)

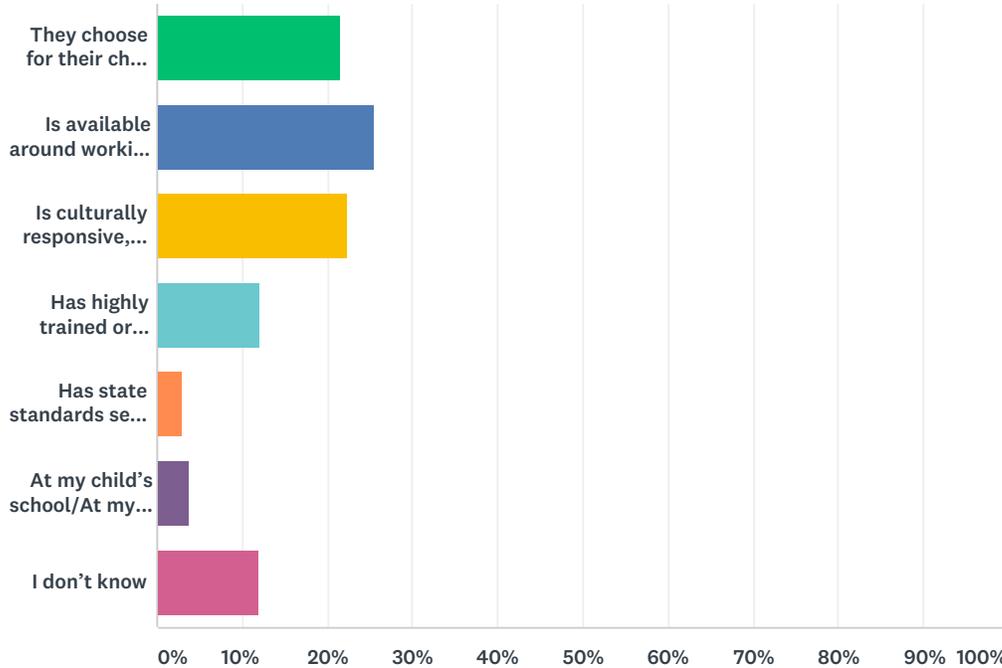
Answered: 404 Skipped: 1



ANSWER CHOICES	RESPONSES	
Be a medical professional/mental health professional	7.67%	31
Be a parent	9.65%	39
Have experience working with families	31.93%	129
Understand and respect other cultures and identities	31.68%	128
Share the culture or identity of the people they serve	13.61%	55
I don't know	5.45%	22
TOTAL		404

**Q27 I think parents and families in my community want child care (either for children under age 5 or for children in elementary school) that:
(Choose only one answer)**

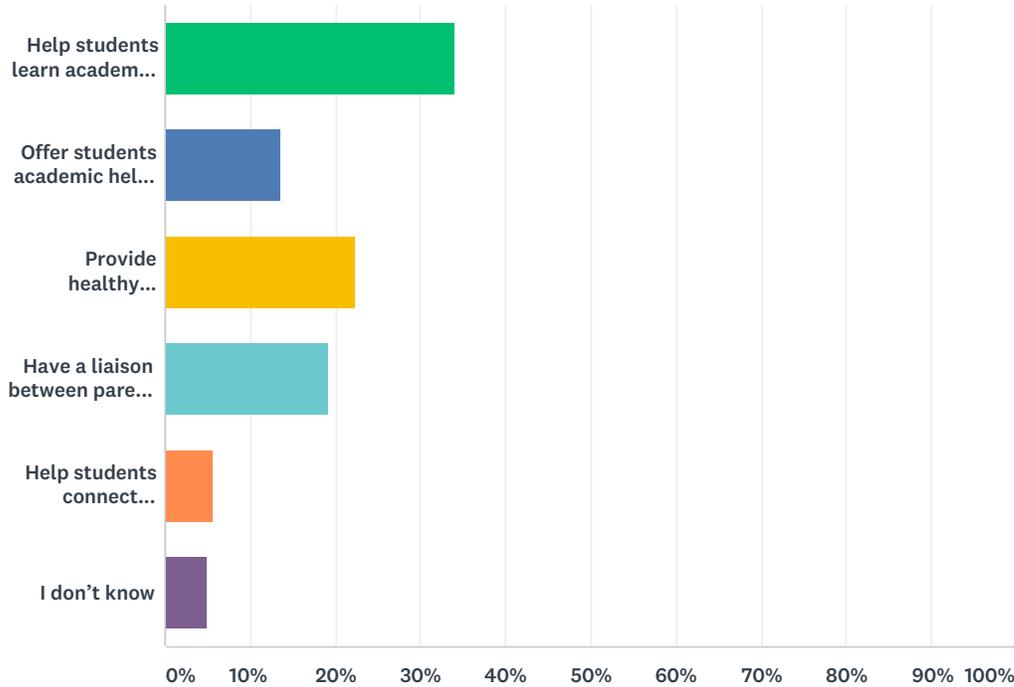
Answered: 405 Skipped: 0



ANSWER CHOICES	RESPONSES	
They choose for their child and is no or low cost	21.48%	87
Is available around working parents' schedules	25.43%	103
Is culturally responsive, culturally relevant, or is in their language	22.47%	91
Has highly trained or educated staff	12.10%	49
Has state standards set and are measured for outcomes	2.96%	12
At my child's school/At my school (for teen parents)	3.70%	15
I don't know	11.85%	48
TOTAL		405

Q28 The most important way to promote academic success for children and youth is: (Choose only one answer)

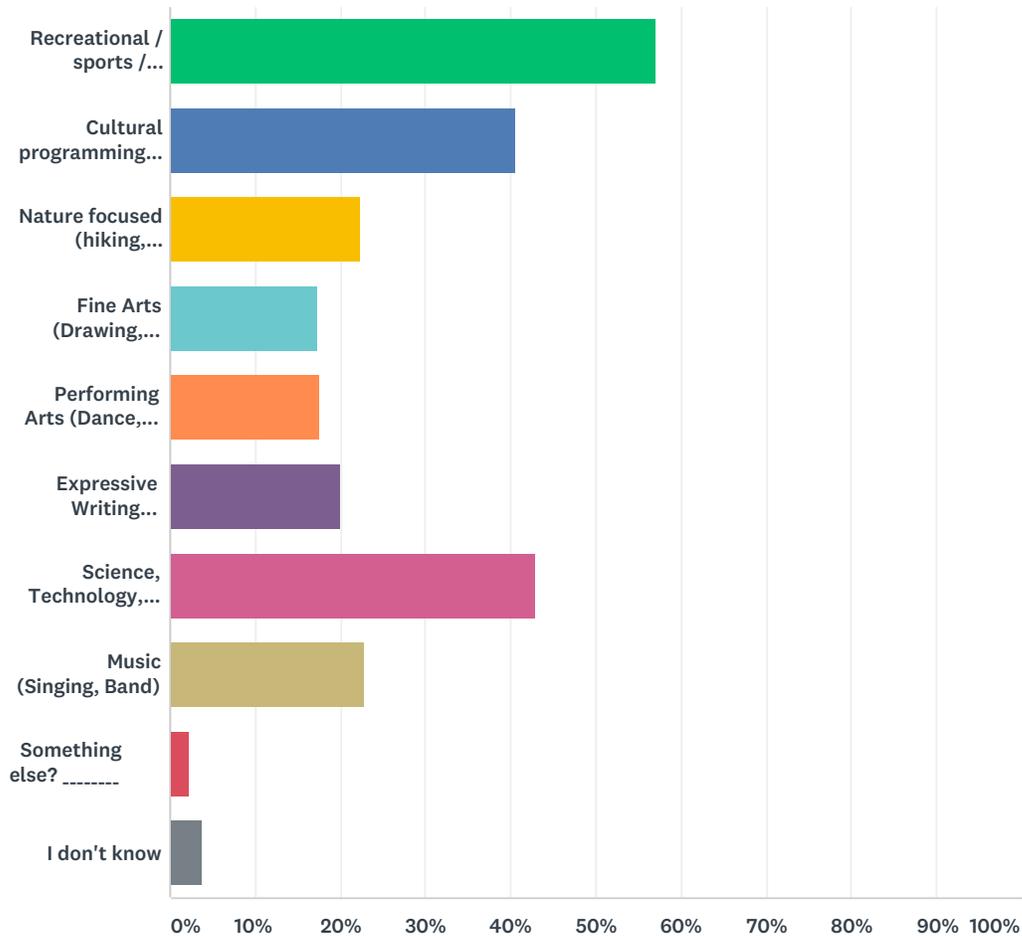
Answered: 405 Skipped: 0



ANSWER CHOICES	RESPONSES	
Help students learn academic skills to catch up (reading, writing, math skill building)/provide tutoring to keep them on track	34.07%	138
Offer students academic help to get ahead of their current grade or level	13.58%	55
Provide healthy relationship building, support, and/or help with behavior	22.47%	91
Have a liaison between parents and schools to help parents support their children academically	19.26%	78
Help students connect academics to career exploration	5.68%	23
I don't know	4.94%	20
TOTAL		405

Q29 I think after-school programs should offer: (Choose up to three answers)

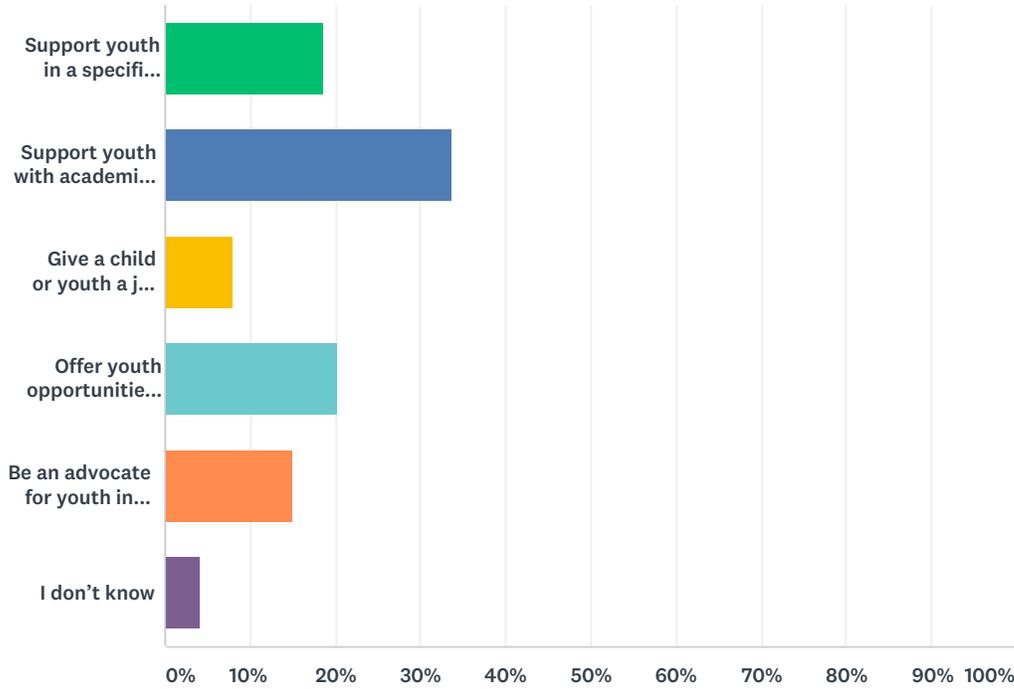
Answered: 405 Skipped: 0



ANSWER CHOICES	RESPONSES	
Recreational / sports / exercise programs	57.04%	231
Cultural programming (Culturally Specific Dance, Cooking, Crafts, etc)	40.49%	164
Nature focused (hiking, kayaking, climbing)	22.47%	91
Fine Arts (Drawing, Painting)	17.28%	70
Performing Arts (Dance, Theater, Film)	17.53%	71
Expressive Writing (Poetry, Journalism, Yearbook, Slam, Rap)	20.00%	81
Science, Technology, Engineering & Mathematics (STEM)	42.96%	174
Music (Singing, Band)	22.72%	92
Something else? _____	2.22%	9
I don't know	3.70%	15
Total Respondents: 405		

Q30 I believe the role of a mentor should be to: (Choose only one answer)

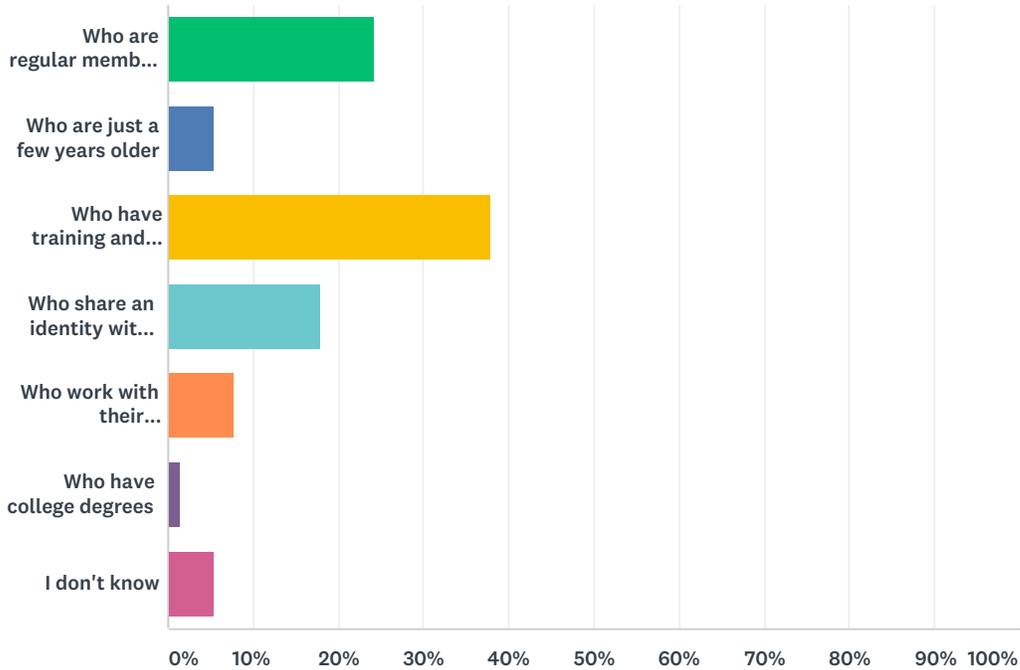
Answered: 403 Skipped: 2



ANSWER CHOICES	RESPONSES	
Support youth in a specific interest (science, art, music, etc.)	18.61%	75
Support youth with academic achievement and school success	33.75%	136
Give a child or youth a job shadow/career specific coaching	7.94%	32
Offer youth opportunities for new experiences	20.35%	82
Be an advocate for youth in institutions (school, justice system, resources)	15.14%	61
I don't know	4.22%	17
TOTAL		403

Q31 I think it is important that children and youth have mentors: (Choose only one answer)

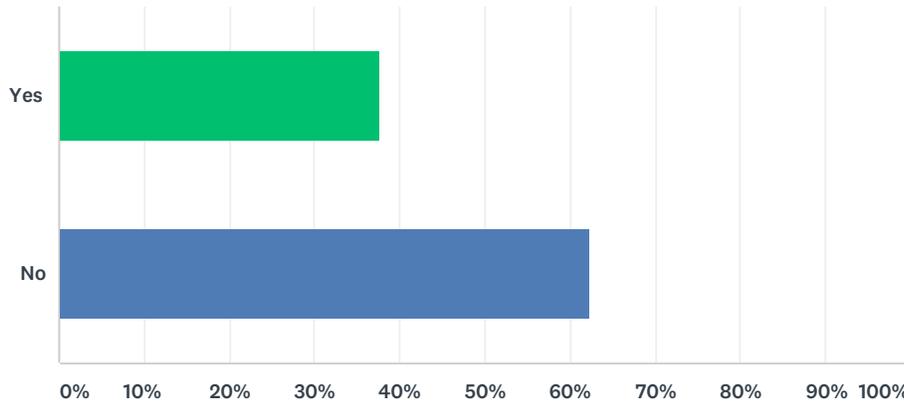
Answered: 405 Skipped: 0



ANSWER CHOICES	RESPONSES	
Who are regular members of their community (neighborhood, school, faith community, etc.) that have relationships with their family/not paid for mentoring	24.20%	98
Who are just a few years older	5.43%	22
Who have training and experience in working with children and youth	37.78%	153
Who share an identity with them (racial, ethnic, religious, language, LGBTQIA)	18.02%	73
Who work with their school/whose job includes mentoring	7.65%	31
Who have college degrees	1.48%	6
I don't know	5.43%	22
TOTAL		405

Q32 Have you/someone in your household ever experienced food insecurity, that is, not knowing where your next meal is coming from, or involuntarily eating less than you need, on a regular basis, for a period of time lasting more than a month?

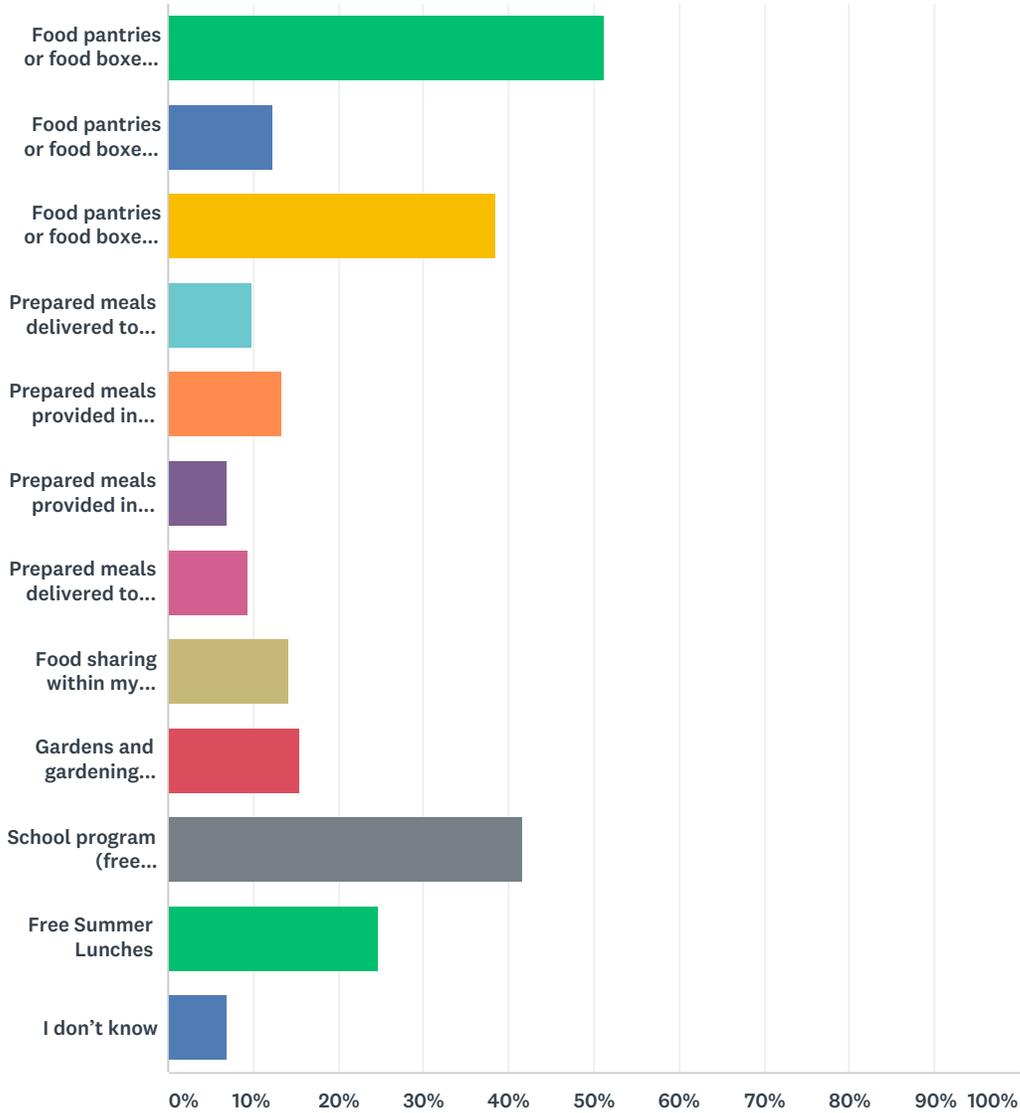
Answered: 402 Skipped: 3



ANSWER CHOICES	RESPONSES	
Yes	37.56%	151
No	62.44%	251
TOTAL		402

Q33 When families and children in my community are in need of nutritious and healthy food, the best way for them to get the food is: (Choose up to three answers)

Answered: 405 Skipped: 0

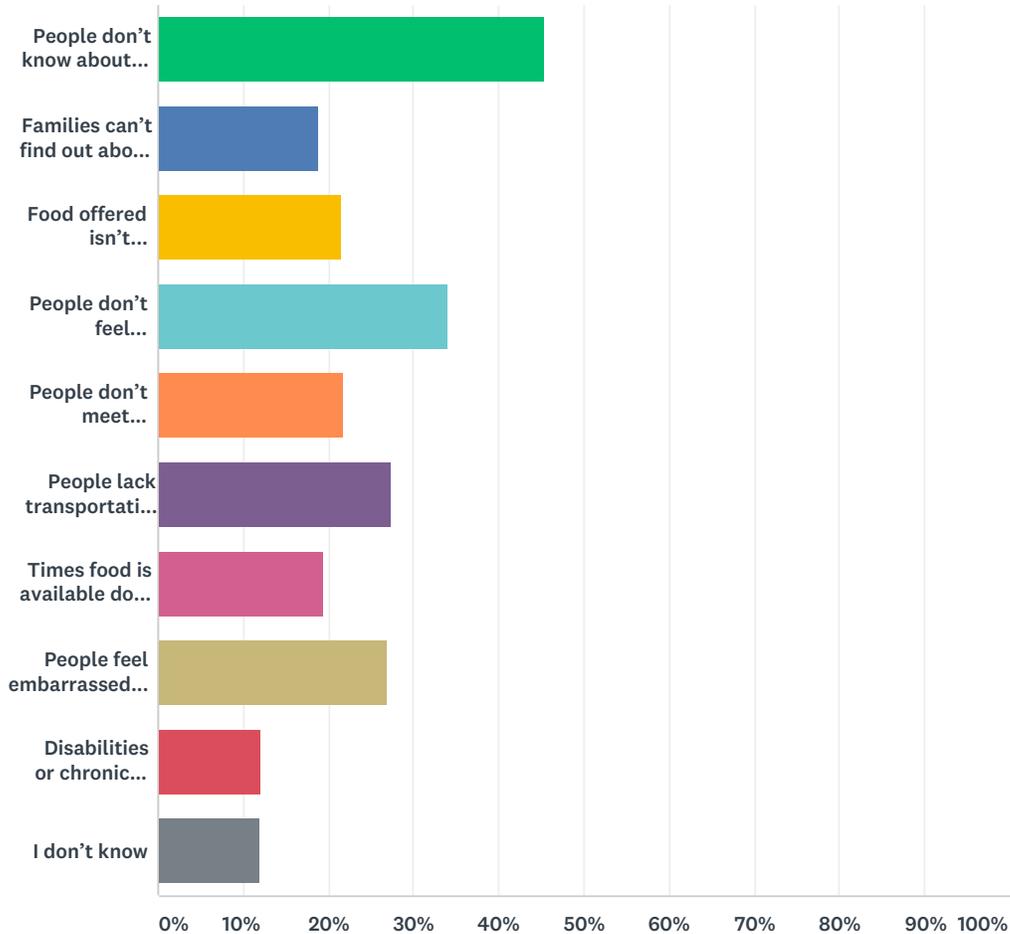


ANSWER CHOICES	RESPONSES	
Food pantries or food boxes available in community places in my neighborhood	51.36%	208
Food pantries or food boxes available in places of worship	12.35%	50
Food pantries or food boxes available in schools	38.52%	156
Prepared meals delivered to the neighborhood	9.88%	40
Prepared meals provided in community places	13.33%	54
Prepared meals provided in places of worship	6.91%	28

Prepared meals delivered to homes	9.38%	38
Food sharing within my community (informal sources such as family and friends)	14.32%	58
Gardens and gardening education in the community and / or schools	15.56%	63
School program (free breakfast, lunch, dinner)	41.73%	169
Free Summer Lunches	24.69%	100
I don't know	6.91%	28
Total Respondents: 405		

Q34 The main barriers to accessing programs that provide food are: (Choose up to three answers)

Answered: 405 Skipped: 0

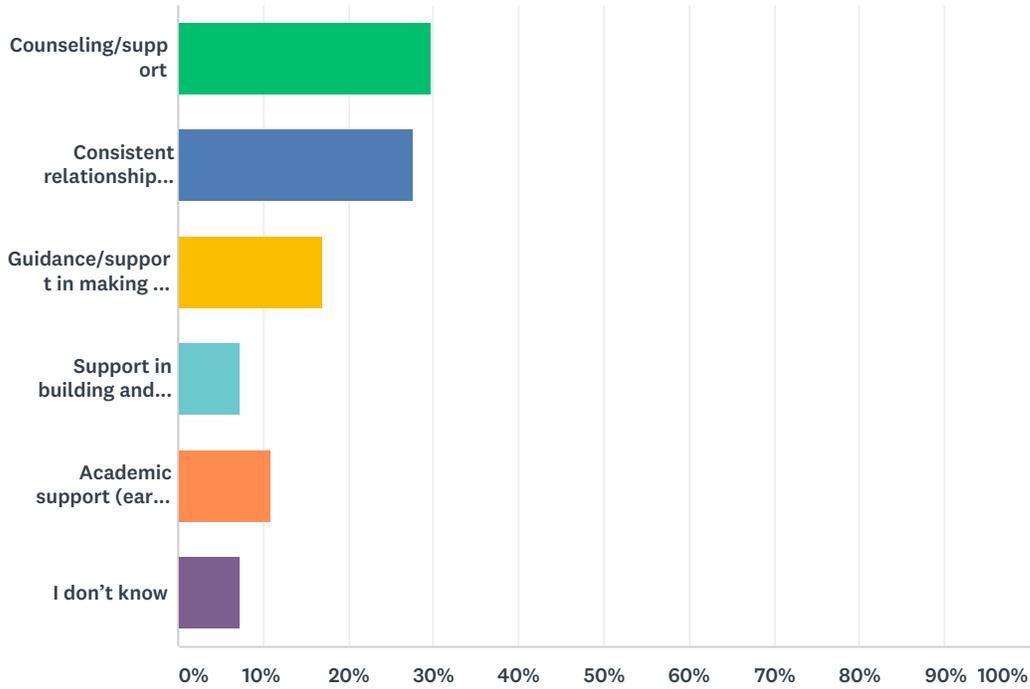


ANSWER CHOICES	RESPONSES
People don't know about programs that help with food	45.43% 184
Families can't find out about food resources in their primary	18.77% 76
Food offered isn't culturally appropriate	21.48% 87
People don't feel comfortable with the process of getting the food (releasing personal information, documentation requirements e.g. proof of residency, proof of need, referral letter)	34.07% 138
People don't meet eligibility requirements to receive food	21.73% 88
People lack transportation to get the food	27.41% 111
Times food is available don't work with people's schedules	19.51% 79
People feel embarrassed about asking for help with accessing food	26.91% 109
Disabilities or chronic health conditions of people needing food limit their ability to go to places where/when food is available	12.10% 49
I don't know	11.85% 48

Total Respondents: 405

Q35 I think the most important service children and youth in foster care need is: (Choose only one answer)

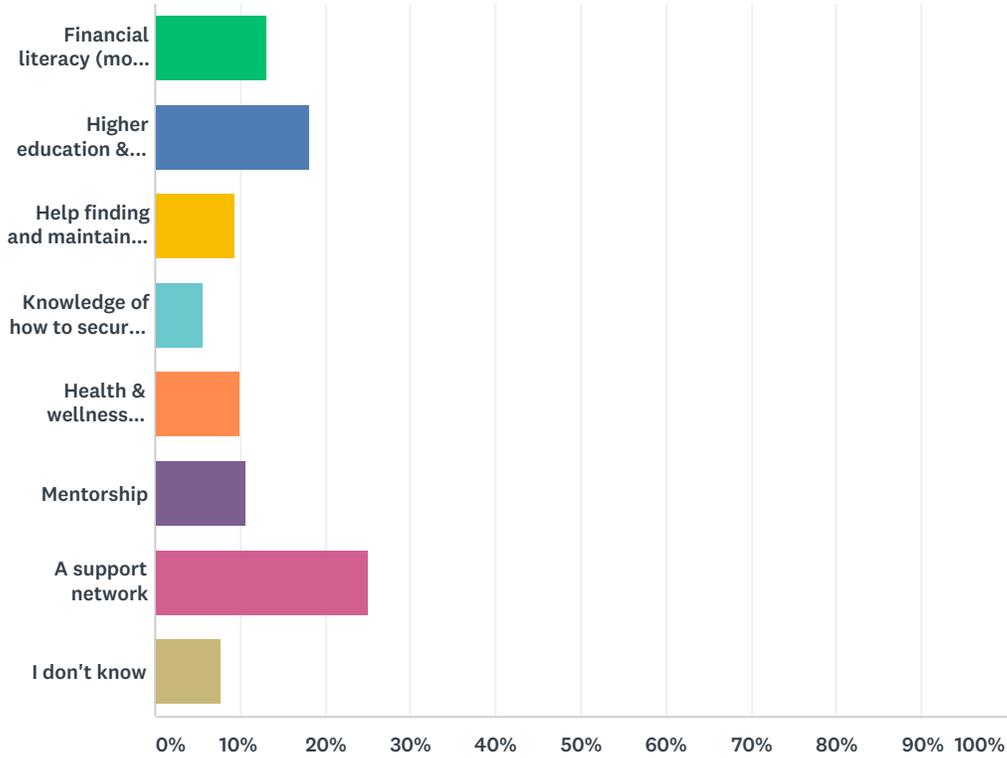
Answered: 405 Skipped: 0



ANSWER CHOICES	RESPONSES	
Counseling/support	29.63%	120
Consistent relationships with supportive adults who are not related, as mentors	27.65%	112
Guidance/support in making the transition between foster care and independent living	17.04%	69
Support in building and maintaining relationships with family members (aunts, uncles, grandparents)	7.41%	30
Academic support (early childhood through college)	10.86%	44
I don't know	7.41%	30
TOTAL		405

Q36 I think the most important thing that children and youth in foster care need to make a successful transition out of foster care is: (Choose only one answer)

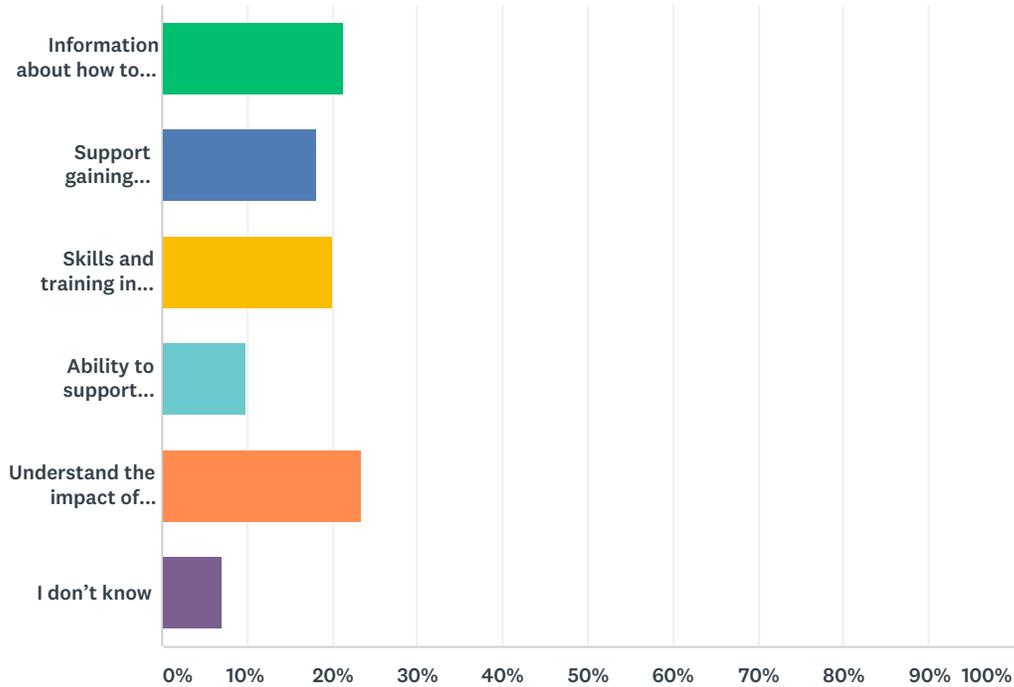
Answered: 405 Skipped: 0



ANSWER CHOICES	RESPONSES	
Financial literacy (money management skills)	13.09%	53
Higher education & vocational opportunities	18.27%	74
Help finding and maintaining employment	9.38%	38
Knowledge of how to secure stable housing	5.68%	23
Health & wellness lifestyle	10.12%	41
Mentorship	10.62%	43
A support network	25.19%	102
I don't know	7.65%	31
TOTAL		405

Q37 I think the most important thing that Foster Parents need to support children and youth in their care is: (Choose only one answer)

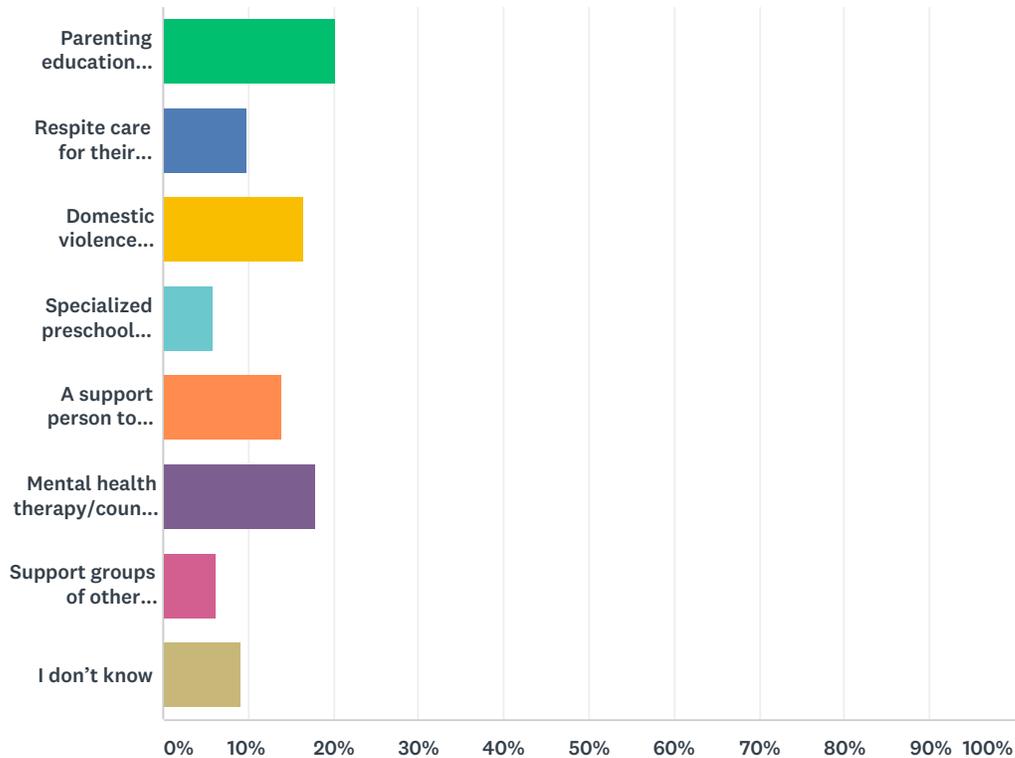
Answered: 405 Skipped: 0



ANSWER CHOICES	RESPONSES	
Information about how to provide a safe, structured environment for children	21.23%	86
Support gaining cultural understanding when fostering across difference	18.27%	74
Skills and training in managing behavior	20.00%	81
Ability to support children with developmental delays and other special needs	9.88%	40
Understand the impact of trauma on children	23.46%	95
I don't know	7.16%	29
TOTAL		405

Q38 What support do families need if there are concerns about physical abuse happening? (Choose only one answer)

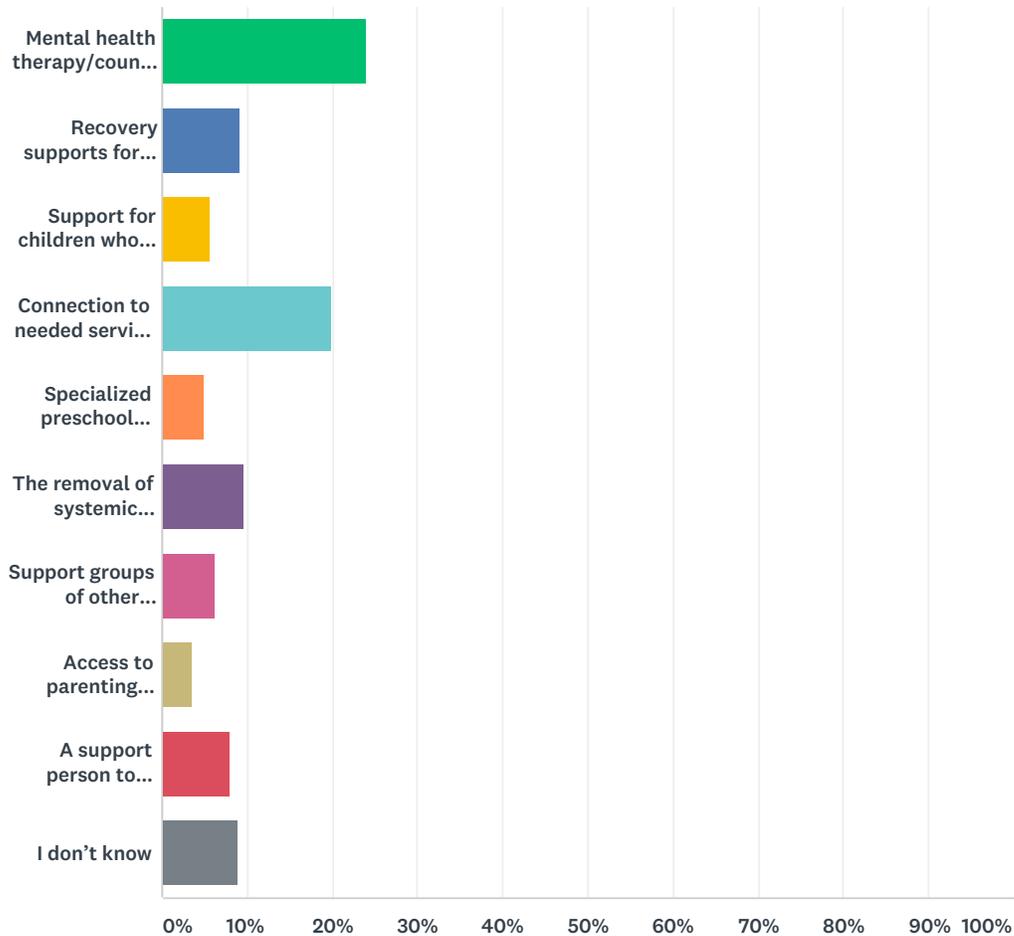
Answered: 405 Skipped: 0



ANSWER CHOICES	RESPONSES	
Parenting education classes focused on managing child behavior at different stages of development	20.25%	82
Respite care for their children (children cared for while parents take a break from parenting)	9.88%	40
Domestic violence supports and services	16.54%	67
Specialized preschool services for children who are at risk of abuse and/or neglect	5.93%	24
A support person to listen to parents, reduce stress and help them create a safe family structure	14.07%	57
Mental health therapy/counseling for children, parents and families	18.02%	73
Support groups of other parents dealing with similar issues	6.17%	25
I don't know	9.14%	37
TOTAL		405

Q39 What support do families need if there are concerns about neglect happening? (Choose only one answer)

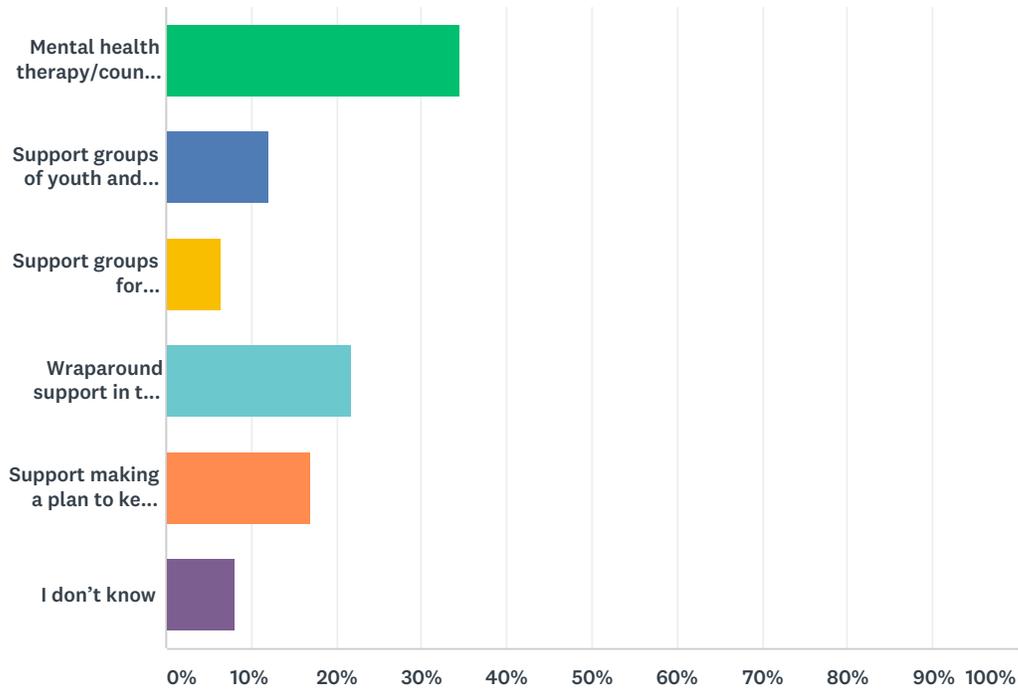
Answered: 403 Skipped: 2



ANSWER CHOICES	RESPONSES
Mental health therapy/counseling for children, parents and families	24.07% 97
Recovery supports for families involved with substance abuse/addictions	9.18% 37
Support for children whose parents are in residential or outpatient treatment	5.71% 23
Connection to needed services and resources (housing, food, financial, medical care, jobs, etc.)	19.85% 80
Specialized preschool services for children who are at risk of abuse and/or neglect	4.96% 20
The removal of systemic barriers that stand in the way of accessing resources	9.68% 39
Support groups of other parents dealing with similar issues	6.20% 25
Access to parenting education classes	3.47% 14
A support person to listen to parents and help them create a safe family structure	7.94% 32
I don't know	8.93% 36
TOTAL	403

Q40 What support do families need if there are concerns about sexual abuse happening? (Choose only one answer)

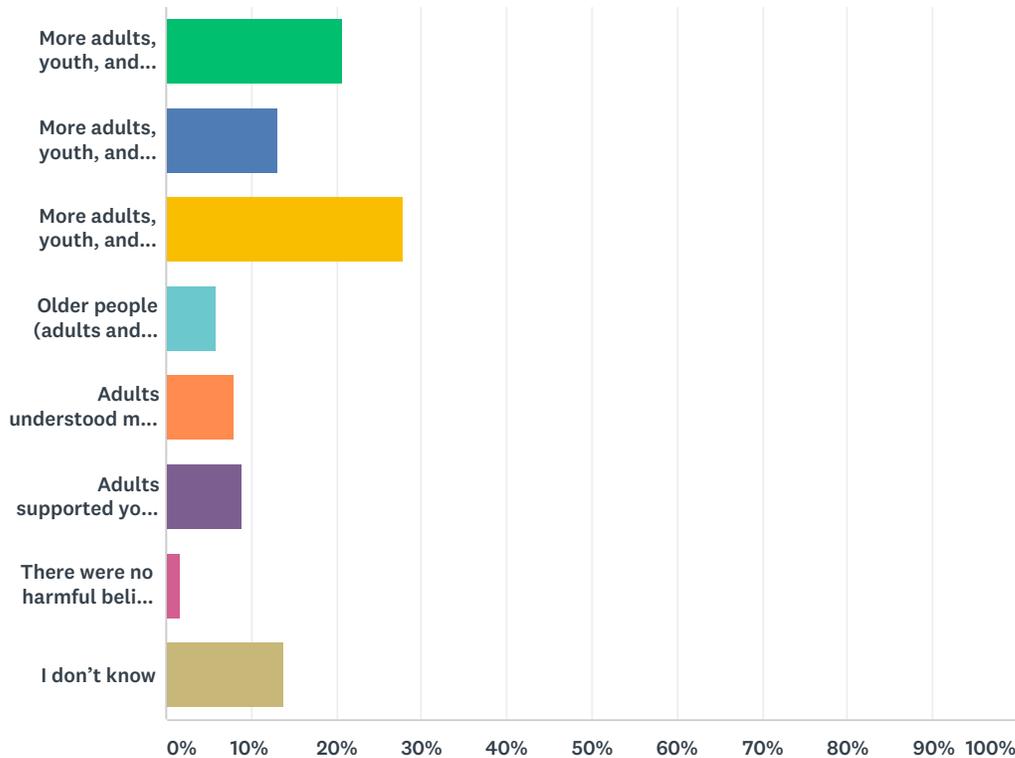
Answered: 405 Skipped: 0



ANSWER CHOICES	RESPONSES	
Mental health therapy/counselling for children, parents, and families	34.57%	140
Support groups of youth and children dealing with similar issues	12.10%	49
Support groups for non-offending family members	6.42%	26
Wraparound support in the community and school that is understanding of trauma	21.73%	88
Support making a plan to keep the family safe	17.04%	69
I don't know	8.15%	33
TOTAL		405

Q41 I believe that there would be less child sexual abuse in my community if: (Choose only answer)

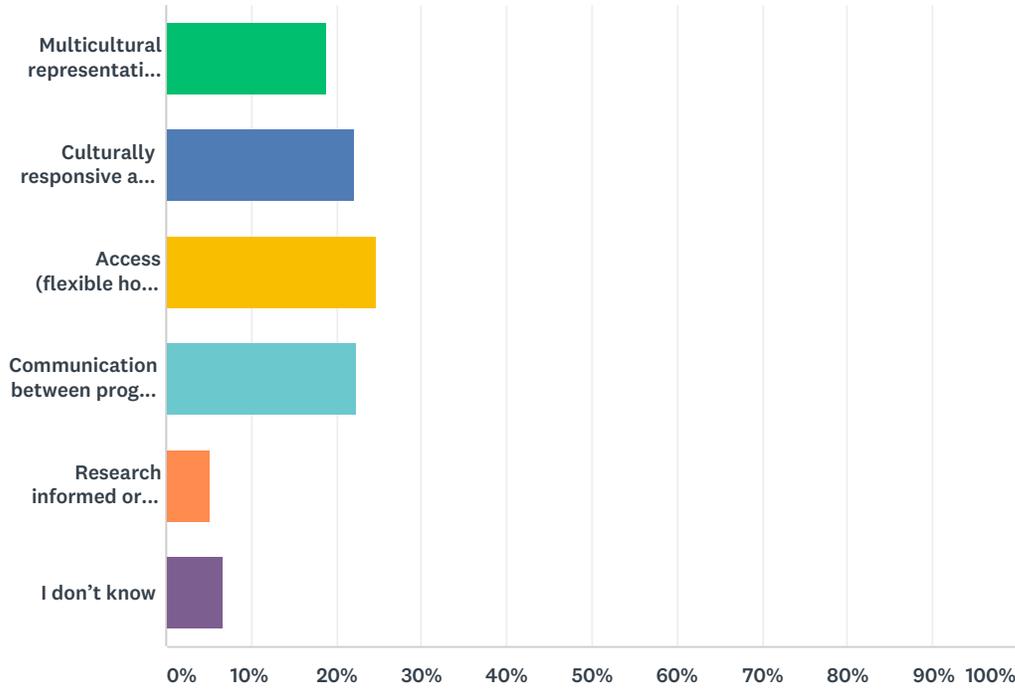
Answered: 404 Skipped: 1



ANSWER CHOICES	RESPONSES
More adults, youth, and children understood body safety rules (ok touch and not ok touch)	20.79% 84
More adults, youth, and children understood healthy boundaries (ok sharing and too much sharing)	13.12% 53
More adults, youth, and children understood when there is and is not consent (when it is ok to touch my/someone else's body when it is not ok to touch my/someone else's body)	27.72% 112
Older people (adults and older youth) had empathy for youth and children (Listen to understand youth and children's perspective)	5.94% 24
Adults understood more about appropriate sexual development (Is my/my child's behavior appropriate for their age?)	7.92% 32
Adults supported youth and children in having a say about their bodies	8.91% 36
There were no harmful beliefs about boys/girls/youth and their gender and sexual expression	1.73% 7
I don't know	13.86% 56
TOTAL	404

Q42 In your opinion, what is the most important characteristic of high-quality services for children and families? (Choose only one answer)

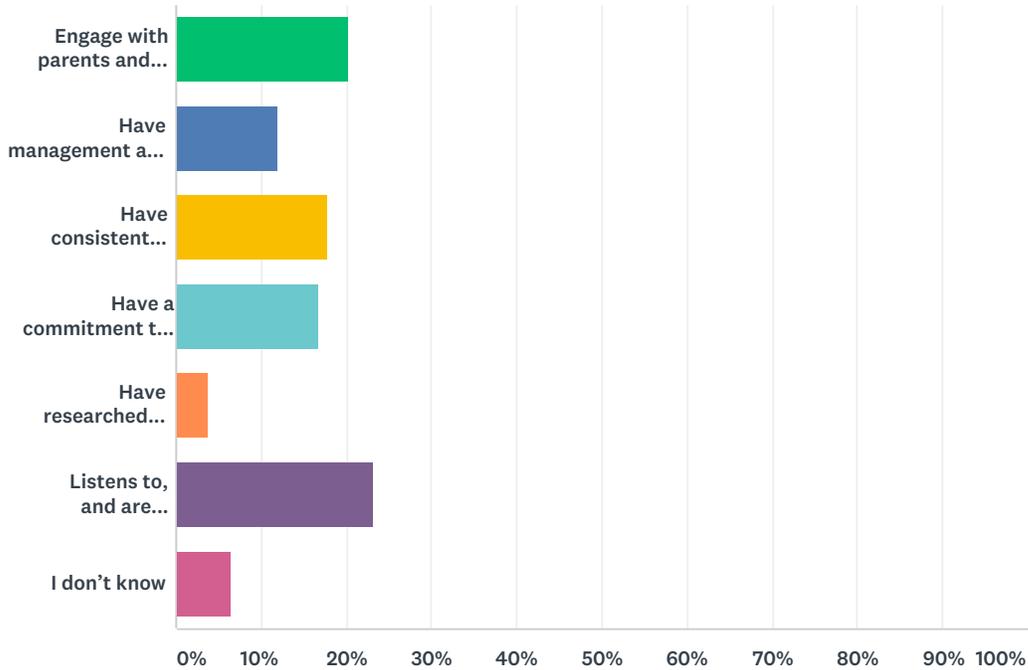
Answered: 405 Skipped: 0



ANSWER CHOICES	RESPONSES	
Multicultural representation in the staff who provide services	18.77%	76
Culturally responsive and culturally relevant programs	22.22%	90
Access (flexible hours of operation/no cost/Transportation provided)	24.69%	100
Communication between program and family	22.47%	91
Research informed or research-based	5.19%	21
I don't know	6.67%	27
TOTAL		405

Q43 In order for children and youth to succeed, the Levy should invest in organizations that: (Choose only one answer)

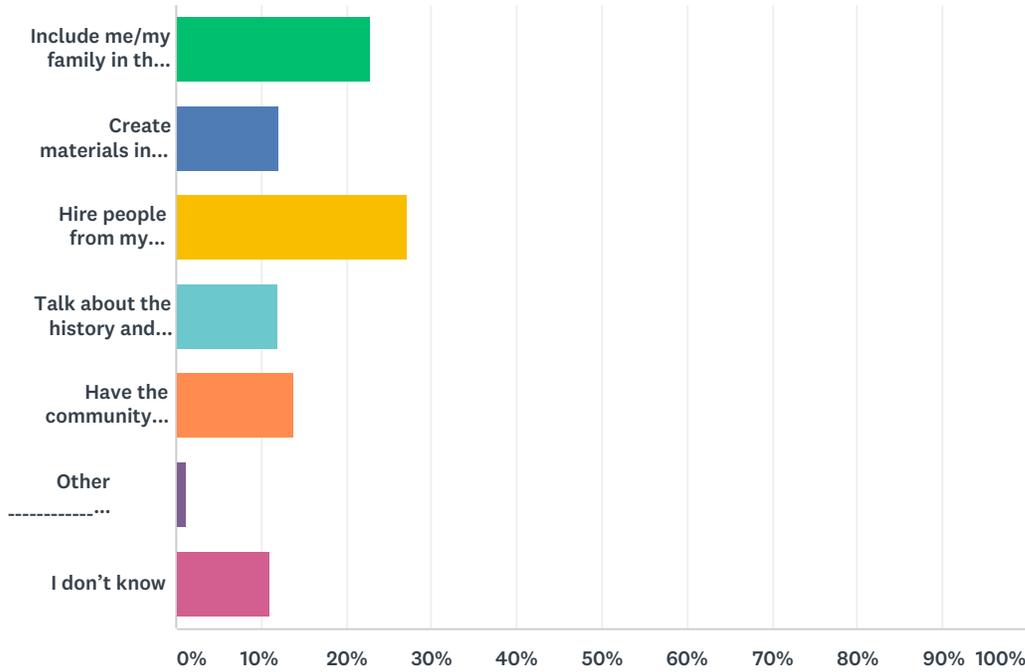
Answered: 405 Skipped: 0



ANSWER CHOICES	RESPONSES	
Engage with parents and students when building policies that affect them	20.25%	82
Have management and staff who reflect the populations that they serve	11.85%	48
Have consistent staff relationships with youth and families	17.78%	72
Have a commitment to racial equity/fighting historical inequities	16.79%	68
Have researched based solutions	3.70%	15
Listens to, and are responsive to, the voices of the youth/families they serve	23.21%	94
I don't know	6.42%	26
TOTAL		405

Q44 What needs to happen so that resources can be accessed equitably? (Choose only one answer)

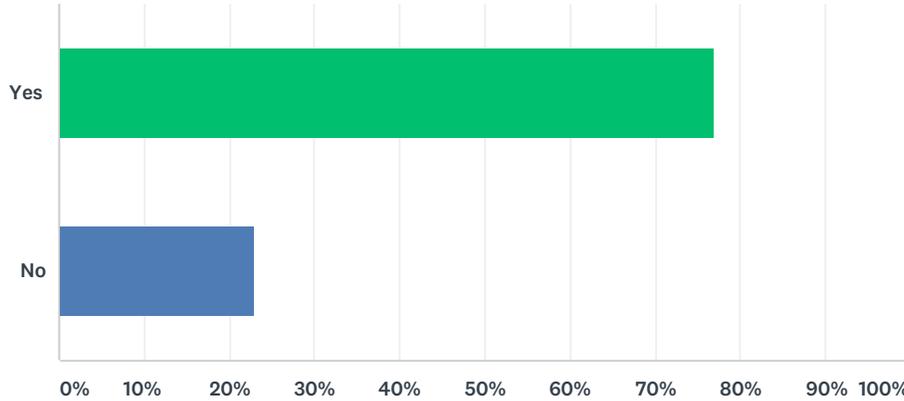
Answered: 405 Skipped: 0



ANSWER CHOICES	RESPONSES	
Include me/my family in the planning process	22.72%	92
Create materials in my language	12.10%	49
Hire people from my community/my culture	27.16%	110
Talk about the history and impact of discrimination	11.85%	48
Have the community allocate the resources	13.83%	56
Other _____	1.23%	5
I don't know	11.11%	45
TOTAL		405

Q45 Are you interested in participating in a paid focus group to help identify community solutions to improve outcomes for children and families?

Answered: 405 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	77.04%	312
No	22.96%	93
TOTAL		405

APPENDIX G

Provider Survey



**Portland Children's Levy
Community Engagement**

Evaluation Report | April 2019



Portland Children's Levy Provider Survey

1. Introduction

Thank you so much for being willing to provide feedback on this important opportunity. The Portland Children's Levy is a city property tax that raises funds to support children and families. The Levy will be investing about \$19 million per year to work on the following goals:

- Prepare children for school
- Support children's success in and out of the classroom
- Reduce racial and ethnic disparities in children's well-being and school success

This survey asks for your input on the work of the Portland Children's Levy. By law, the Levy must invest in the following types of programs: early childhood, after school, mentoring, hunger relief, foster care, and child abuse prevention and intervention. The survey asks questions related to each of these program areas. Please answer the questions in the survey that you have thoughts and opinions about. If you don't have an opinion, you may skip the question.

Survey results will inform funding priorities for the next Levy period. Results of this survey will be available in Spring 2019 at www.portlandchildrenslevy.org

Watch this [30-second](#) video to hear more about the Portland Children's Levy.

You will receive your \$10 e-gift card within 72hrs of participating in the survey. If you have any questions, please send an email to contact@empressrules.net.

Thank you so much!

Kindly,

Kheoshi Owens
CEO of Empress Rules
www.EmpressRules.net

1. What are the characteristics of services that would help to eliminate racial and ethnic disparities in well-being and school success?



Portland Children's Levy Provider Survey

2. Introduction

If you don't have an opinion, you may skip the question or select "I don't know".

Survey results will inform funding priorities for the next Levy period. Results of this survey will be available in Spring 2019 at www.portlandchildrenslevy.org

Watch this [30-second](#) video to hear more about the Portland Children's Levy.

2. How familiar are you with the work of the Portland Children's Levy? (Check one)

- Very familiar
- Somewhat familiar
- Not familiar
- Unsure

3. Does your program get funding from the Portland Children's Levy?

- Yes
- No
- I don't know

4. Which of the following focus areas best describes the focus of your organization?
(Check all that apply)

- Early Childhood
- Child Abuse Prevention/Intervention
- Foster Care
- After School
- Mentoring
- Hunger Relief
- Other (please specify)

5. Would you describe your organization as (check all that apply)

- Community based non-profit
- Culturally specific organization
- Faith based non-profit
- Health system
- Government organization
- School



Portland Children's Levy Provider Survey

3. Early Childhood

6. What services are critically needed in helping children arrive ready for kindergarten?

7. What resources (family, community, etc) could be leveraged to help children be kindergarten ready?

8. What are the barriers to accessing services that help children with kindergarten readiness?

9. What gaps have you observed in services designed to help young children be ready for kindergarten?



Portland Children's Levy Provider Survey

4. After School

10. What are the top 3 critical components of a safe and constructive afterschool programs?

11. What are the 3 most important services of an afterschool program that promotes academic achievement?

12. What barriers exist in providing after-school programming that is safe, constructive, and promote academic achievement for all youth?

13. What gaps have you observed in after-school programming?



Portland Children's Levy Provider Survey

5. Mentoring

14. What are the most critical services provided by a quality mentoring program?

15. What are the barriers to youth accessing quality mentoring services?

16. What are the service gaps in local mentoring programs?

17. How are youth connecting with mentors?



Portland Children's Levy Provider Survey

6. Hunger Relief

18. What services are critical in providing healthy, nutritious food to hungry children?

19. What barriers exist in providing healthy, nutritious food to hungry children in our community?

20. What barriers exist for families in accessing or using emergency food programs?

21. What are 3 concrete steps the Levy can take to end food insecurity for children, youth and their families?



Portland Children's Levy Provider Survey

7. Foster Care

22. What services are critically needed to help children and youth in foster care succeed?

23. What resources (family, community, schools, etc.) could be leveraged to help children and youth in foster care succeed?

24. What are the barriers to children and youth in foster care accessing services and support?

25. What gaps have you observed in services designed to help children and youth in foster care be successful?



Portland Children's Levy Provider Survey

8. Child Abuse Prevention and Intervention

26. What types of prevention/intervention services are needed to prevent and address child abuse (physical abuse, sexual abuse and neglect)?

27. What services would our community need to begin to shift social norms that contribute to child abuse?

28. What barriers exist for families to access support to prevent child abuse?

29. Who are the most challenging populations to engage and why?



Portland Children's Levy Provider Survey

9. Levy Wide

We define racial equity as both an outcome and a process. As an outcome, we achieve racial equity when race no longer determines one's socioeconomic outcomes; when everyone has what they need to thrive, no matter where they live. As a process, we apply racial equity when those most impacted by structural racial inequity are meaningfully involved in the creation and implementation of the institutional policies and practices that impact their lives.

When we achieve racial equity:

People, including people of color, are owners, planners, and decision-makers in the systems that govern their lives.

We acknowledge and account for past and current inequities, and provide all people, particularly those most impacted by racial inequities, the infrastructure needed to thrive.

Everyone benefits from a more just, equitable system.

SOURCE:

What Is Racial Equity? (n.d.). Retrieved from <https://www.centerforsocialinclusion.org/our-work/what-is-racial-equity/>



Portland Children's Levy Provider Survey

10. Levy Wide

30. What are the characteristics of services that would help to eliminate racial and ethnic disparities in well-being and school success?

31. What needs to happen so that resources can be accessed equitably?

APPENDIX H

Provider Survey Results

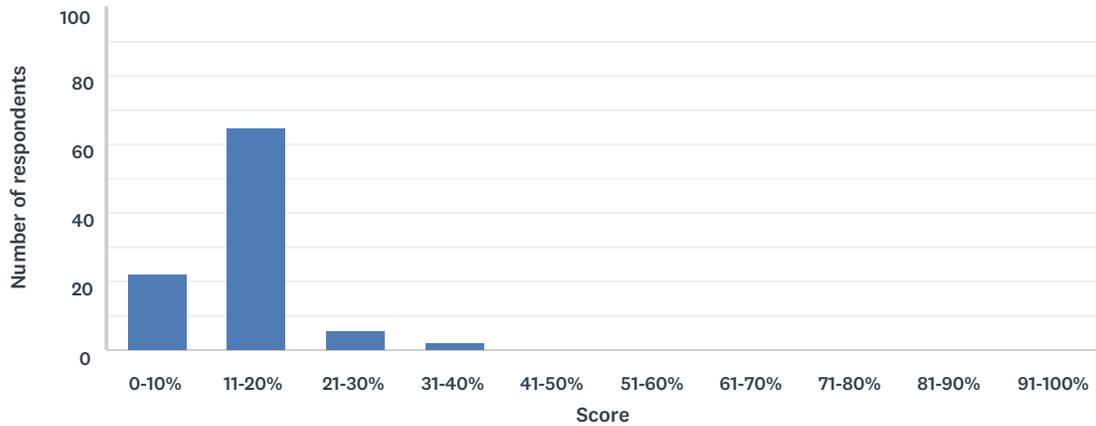


**Portland Children's Levy
Community Engagement**

Evaluation Report | April 2019

Quiz Summary

AVERAGE SCORE
15% • 12/77 PTS



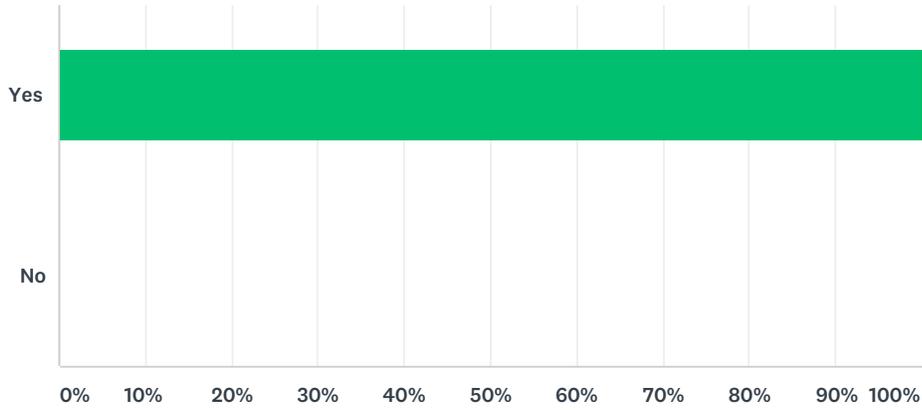
STATISTICS		
Lowest Score	Median	Highest Score
6%	14%	34%
Mean: 15%		
Standard Deviation: 5%		

Question Ranking

QUESTIONS (11)	DIFFICULTY	AVERAGE SCORE
Q19 Have you and/or your child ever been involved in the foster care system?	1	2%
Q17 Do you have a disability?	2	4%
Q15 How do you identify your race/ethnicity? (Check all that apply)	3	9%
Q9 Do you identify as an immigrant/refugee?	4	9%
Q8 Do you identify as a member of the LGBTQ community?	5	13%
Q16 Are you a parent of a child with a disability?	5	13%
Q6 What is your gender identity? (Check all that apply)	7	14%
Q5 If you are a service provider who works directly with families, in which category does the service you provide best fit? (Check all that apply)	8	22%
Q14 How much total combined money did all members of your HOUSEHOLD earn last year?	9	47%
Q20 Have you ever experienced houselessness?	10	58%
Q3 Are you interested in participating in a survey?	11	100%

Q1 Consent - I have read the above information and have been given the opportunity to ask questions and my questions have been answered. If I have additional questions, I have been told whom to contact. I agree to participate in the Portland Children's Levy Community Engagement Process.

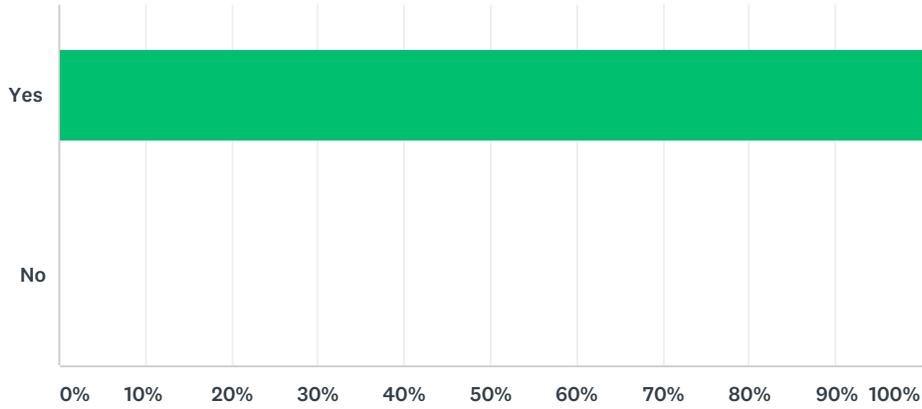
Answered: 95 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	100.00%	95
No	0.00%	0
TOTAL		95

Q3 Are you interested in participating in a survey?

Answered: 95 Skipped: 0



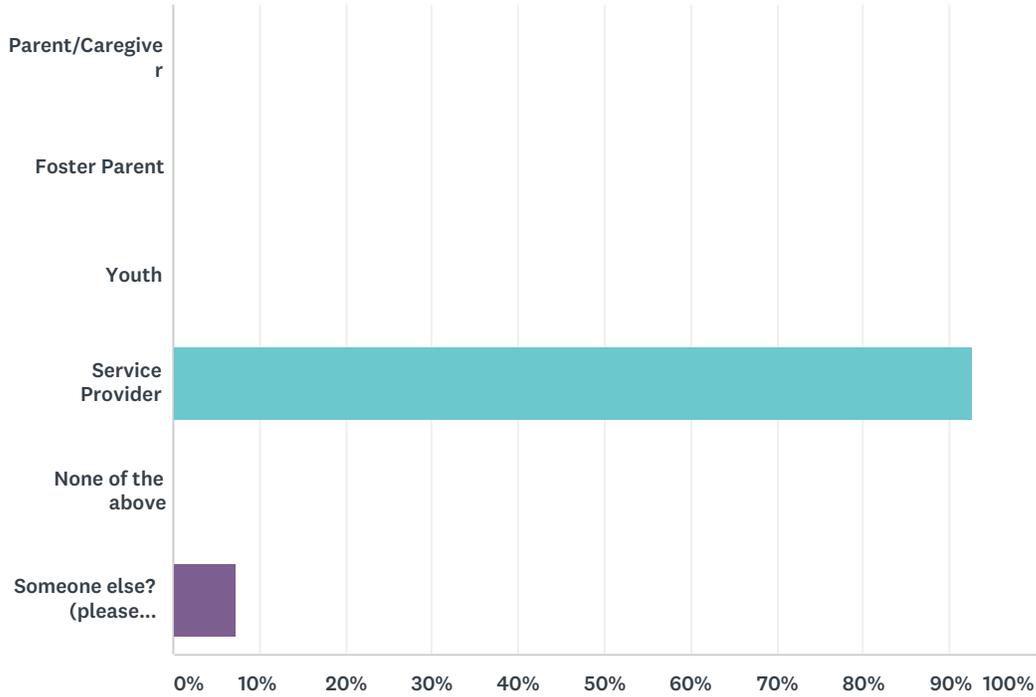
QUIZ STATISTICS

Percent Correct 100%	Average Score 1.0/1.0 (100%)	Standard Deviation 0.00	Difficulty 11/11
-------------------------	---------------------------------	----------------------------	---------------------

ANSWER CHOICES	SCORE	RESPONSES	
✓ Yes	1/1	100.00%	95
✓ No	1/1	0.00%	0
TOTAL			95

Q4 Are you a parent/caregiver, foster parent, youth or service provider?

Answered: 95 Skipped: 0

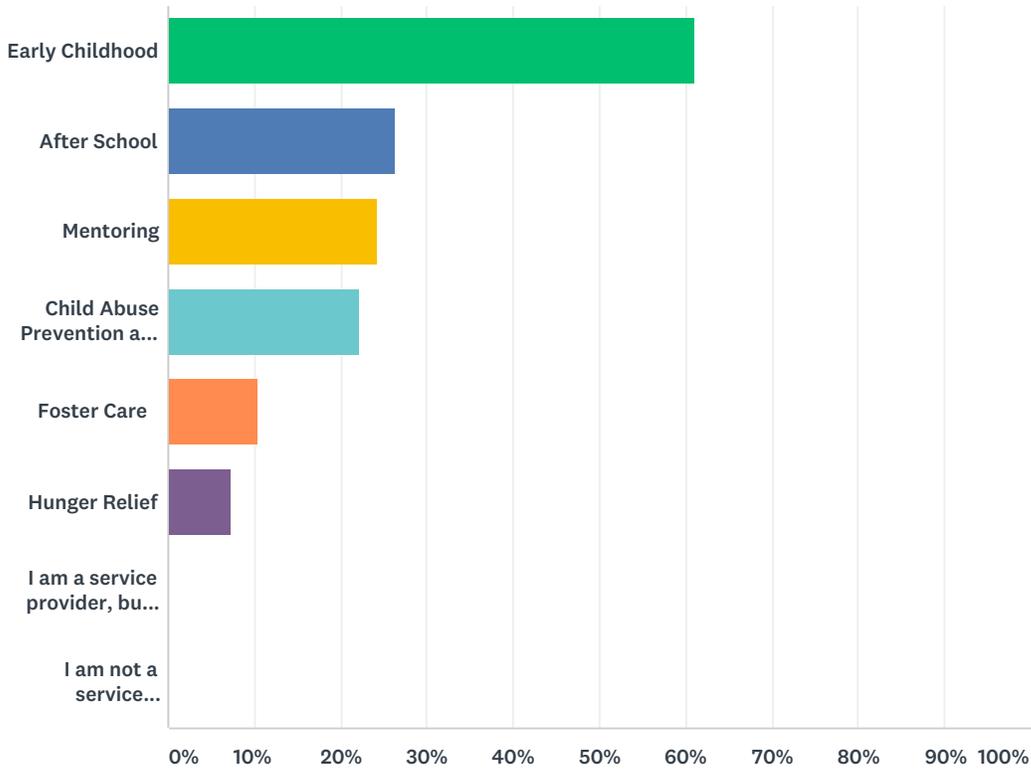


ANSWER CHOICES	RESPONSES
Parent/Caregiver	0.00% 0
Foster Parent	0.00% 0
Youth	0.00% 0
Service Provider	92.63% 88
None of the above	0.00% 0
Someone else? (please specify)	7.37% 7
TOTAL	95

#	SOMEONE ELSE? (PLEASE SPECIFY)	DATE
1	Program Director	2/15/2019 2:38 PM
2	Head start teacher	2/14/2019 5:18 PM
3	Preschool teacher	2/13/2019 8:13 AM
4	Teacher	2/12/2019 7:35 PM
5	HS Teacher	2/12/2019 6:53 PM
6	Teacher	2/12/2019 5:36 PM
7	Service provider as well as parent/ caregiver	2/7/2019 10:44 AM

Q5 If you are a service provider who works directly with families, in which category does the service you provide best fit? (Check all that apply)

Answered: 95 Skipped: 0



QUIZ STATISTICS

Percent Correct 0%	Average Score 3.0/14.0 (22%)	Standard Deviation 1.82	Difficulty 8/11
-----------------------	---------------------------------	----------------------------	--------------------

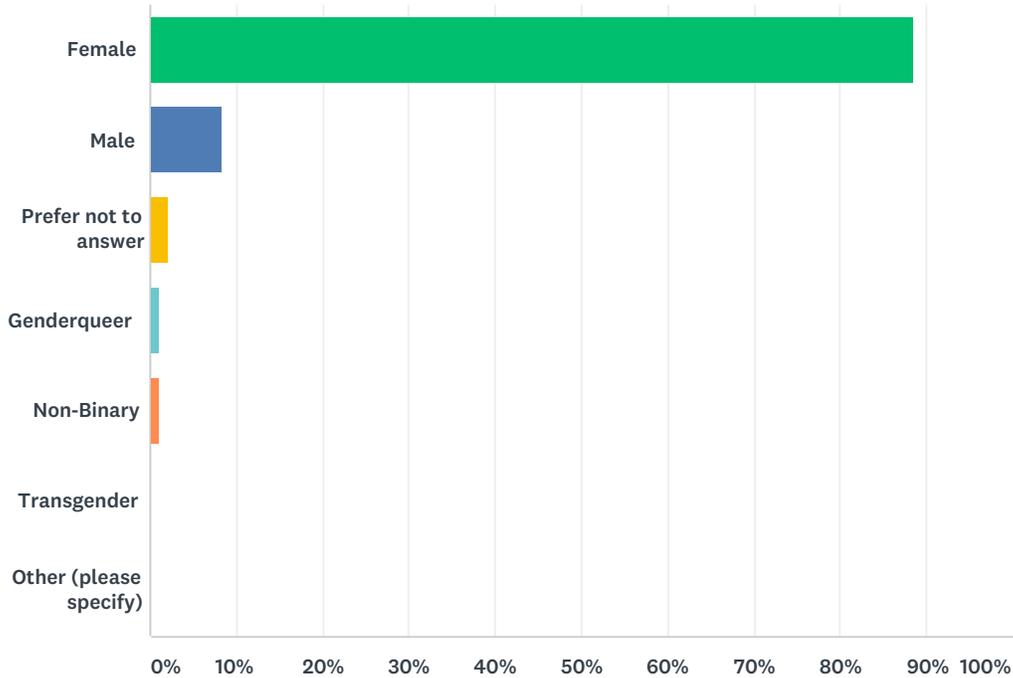
ANSWER CHOICES

ANSWER CHOICES	SCORE	RESPONSES
✓ Early Childhood	2/14	61.05% 58
✓ After School	2/14	26.32% 25
✓ Mentoring	2/14	24.21% 23
✓ Child Abuse Prevention and Intervention	2/14	22.11% 21
✓ Foster Care	2/14	10.53% 10
✓ Hunger Relief	2/14	7.37% 7
I am a service provider, but the services I provide don't fall into any of these categories.	0/14	0.00% 0
✓ I am not a service provider	2/14	0.00% 0

Total Respondents: 95

Q6 What is your gender identity? (Check all that apply)

Answered: 95 Skipped: 0



QUIZ STATISTICS

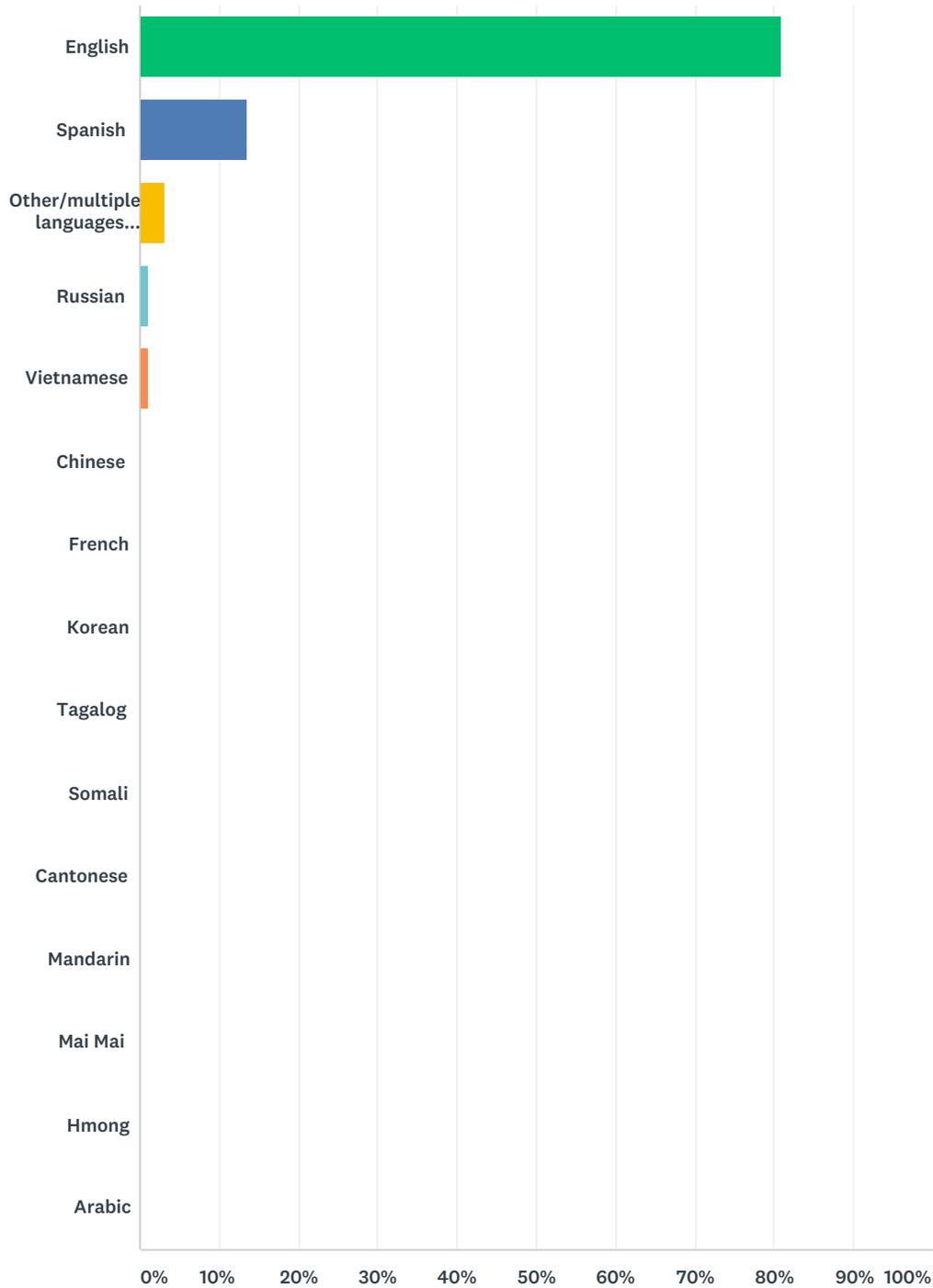
Percent Correct 0%	Average Score 1.0/7.0 (14%)	Standard Deviation 0.25	Difficulty 7/11
-----------------------	--------------------------------	----------------------------	--------------------

ANSWER CHOICES	SCORE	RESPONSES	
✓ Female	1/7	88.42%	84
✓ Male	1/7	8.42%	8
Prefer not to answer	0/7	2.11%	2
✓ Genderqueer	2/7	1.05%	1
✓ Non-Binary	1/7	1.05%	1
✓ Transgender	2/7	0.00%	0
Other (please specify)	--	0.00%	0
Total Respondents: 95			

#	OTHER (PLEASE SPECIFY)	DATE
	There are no responses.	

Q7 What is the primary language spoken at home? (Please choose only one.)

Answered: 95 Skipped: 0



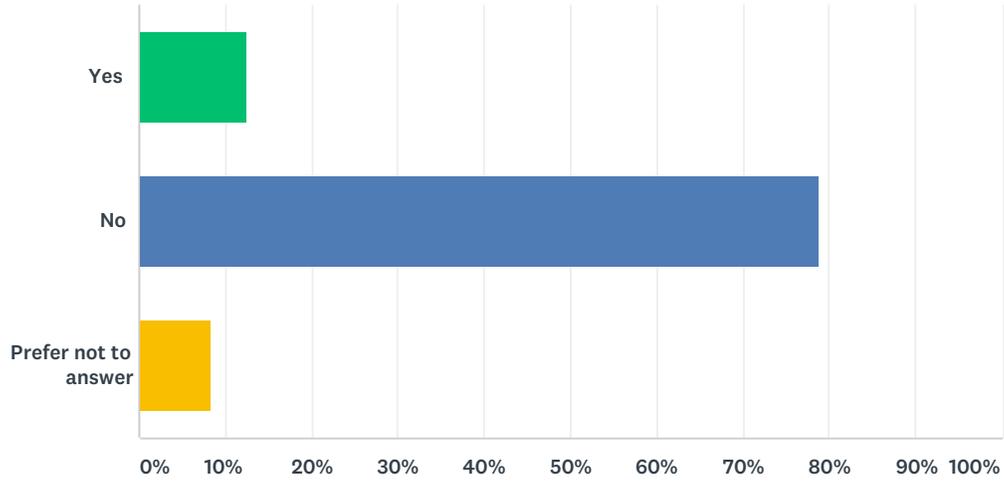
ANSWER CHOICES	RESPONSES	
English	81.05%	77
Spanish	13.68%	13

Other/multiple languages (please specify)	3.16%	3
Russian	1.05%	1
Vietnamese	1.05%	1
Chinese	0.00%	0
French	0.00%	0
Korean	0.00%	0
Tagalog	0.00%	0
Somali	0.00%	0
Cantonese	0.00%	0
Mandarin	0.00%	0
Mai Mai	0.00%	0
Hmong	0.00%	0
Arabic	0.00%	0
TOTAL		95

#	OTHER/MULTIPLE LANGUAGES (PLEASE SPECIFY)	DATE
1	English/Spanish	2/13/2019 3:36 PM
2	Mien	2/12/2019 10:44 PM
3	Other/multiple languages (please specify): Hindi, urdu, punjabi and several other dialects	2/10/2019 11:06 PM

Q8 Do you identify as a member of the LGBTQ community?

Answered: 95 Skipped: 0



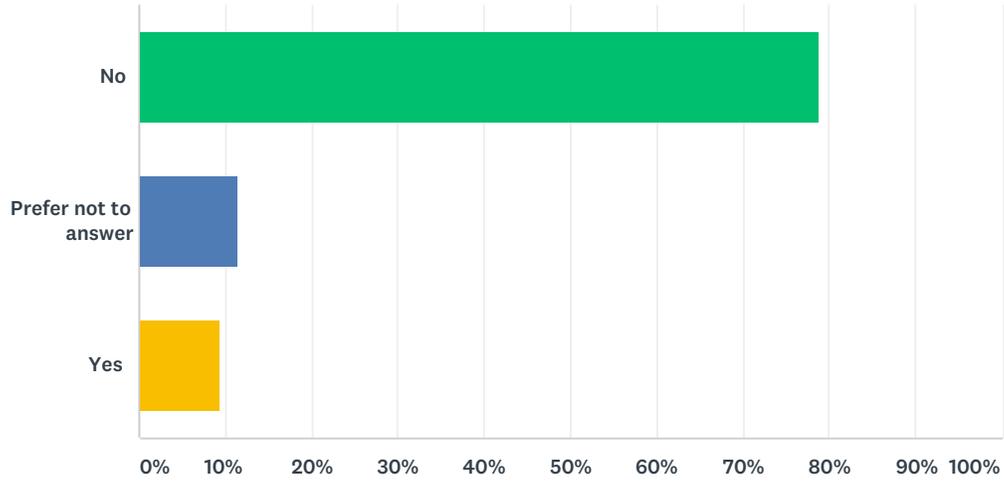
QUIZ STATISTICS

Percent Correct 13%	Average Score 0.3/2.0 (13%)	Standard Deviation 0.67	Difficulty 5/11
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ANSWER CHOICES	SCORE	RESPONSES	
✓ Yes	2/2	12.63%	12
No	0/2	78.95%	75
Prefer not to answer	0/2	8.42%	8
TOTAL			95

Q9 Do you identify as an immigrant/refugee?

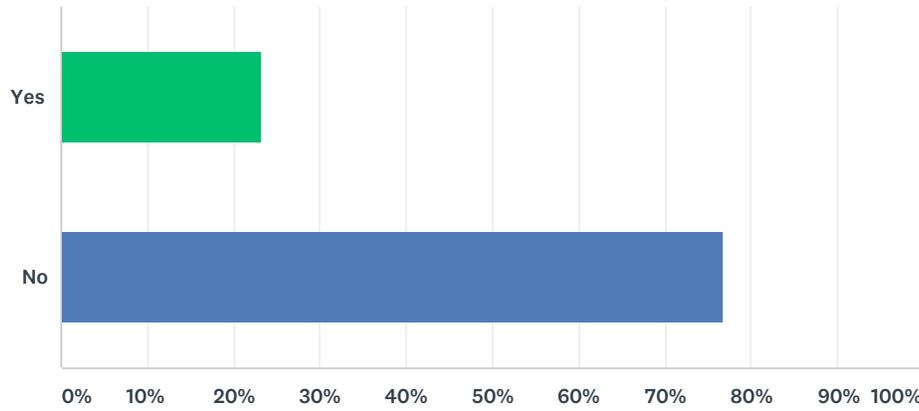
Answered: 95 Skipped: 0



QUIZ STATISTICS			
Percent Correct 9%	Average Score 0.2/2.0 (9%)	Standard Deviation 0.59	Difficulty 4/11
ANSWER CHOICES	SCORE	RESPONSES	
No	0/2	78.95%	75
Prefer not to answer	0/2	11.58%	11
✓ Yes	2/2	9.47%	9
TOTAL			95

Q10 Do you have children birth to age 5?

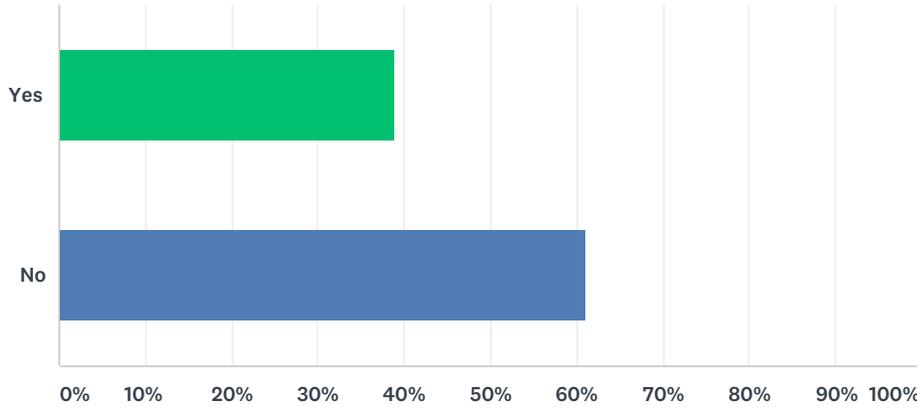
Answered: 95 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	23.16%	22
No	76.84%	73
TOTAL		95

Q11 Do you have children ages 6 - 18?

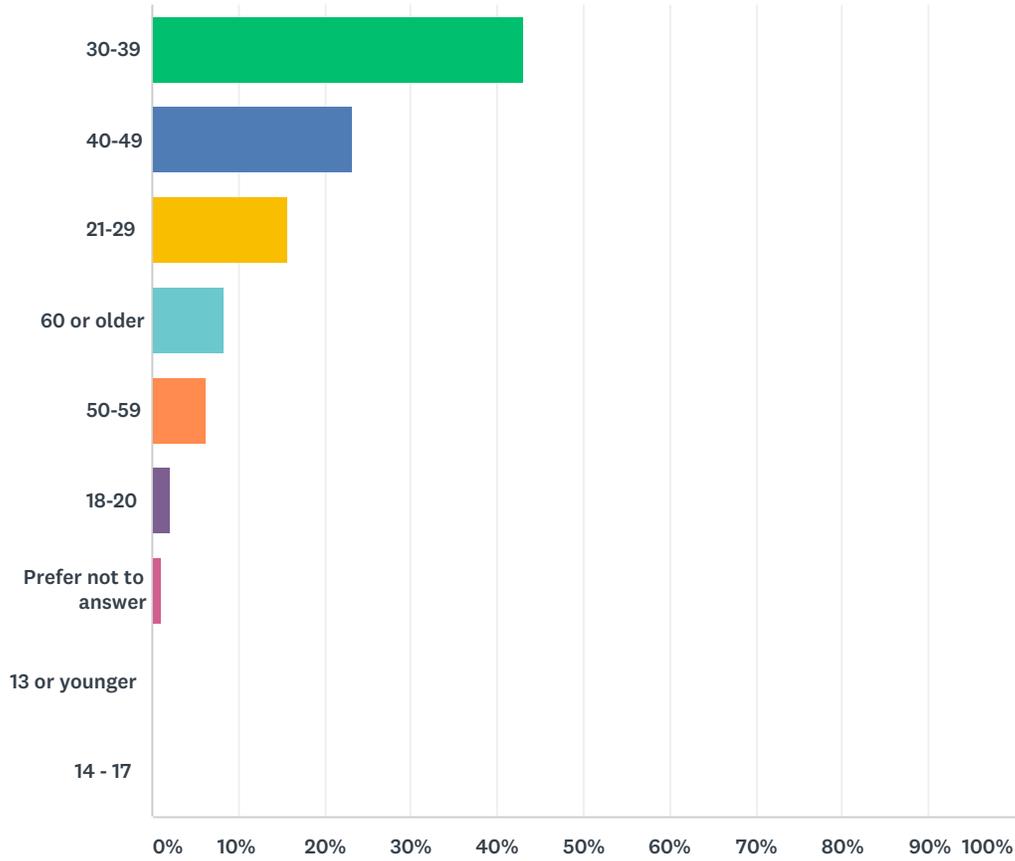
Answered: 95 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	38.95%	37
No	61.05%	58
TOTAL		95

Q12 Which category below includes your age?

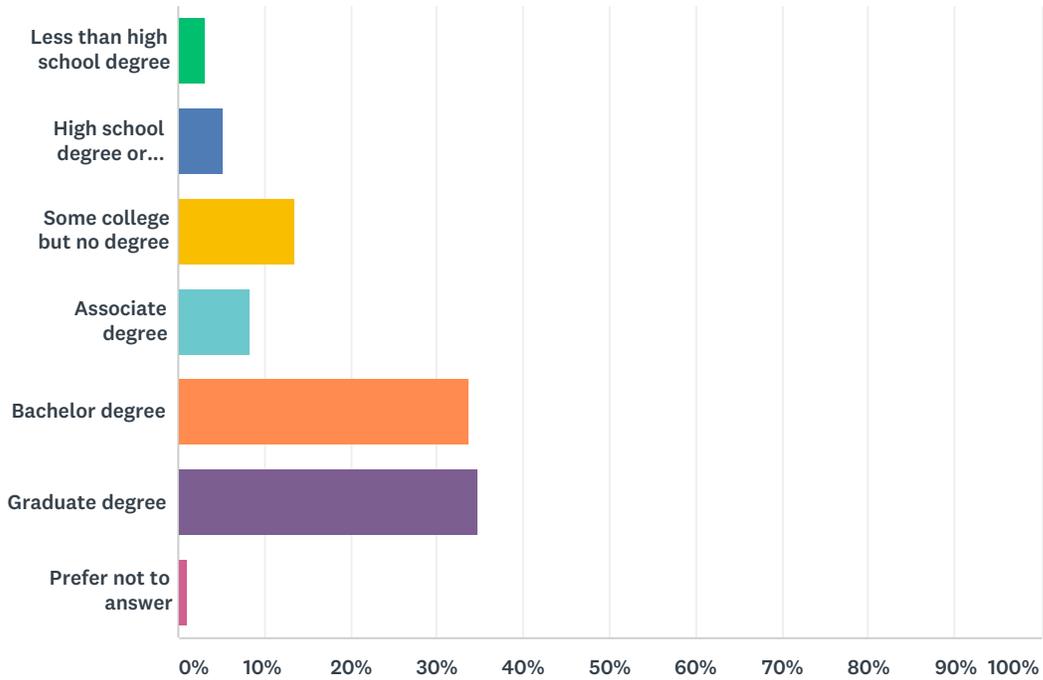
Answered: 95 Skipped: 0



ANSWER CHOICES	RESPONSES	
30-39	43.16%	41
40-49	23.16%	22
21-29	15.79%	15
60 or older	8.42%	8
50-59	6.32%	6
18-20	2.11%	2
Prefer not to answer	1.05%	1
13 or younger	0.00%	0
14 - 17	0.00%	0
TOTAL		95

Q13 What is the highest level of school you have completed or the highest degree you have received?

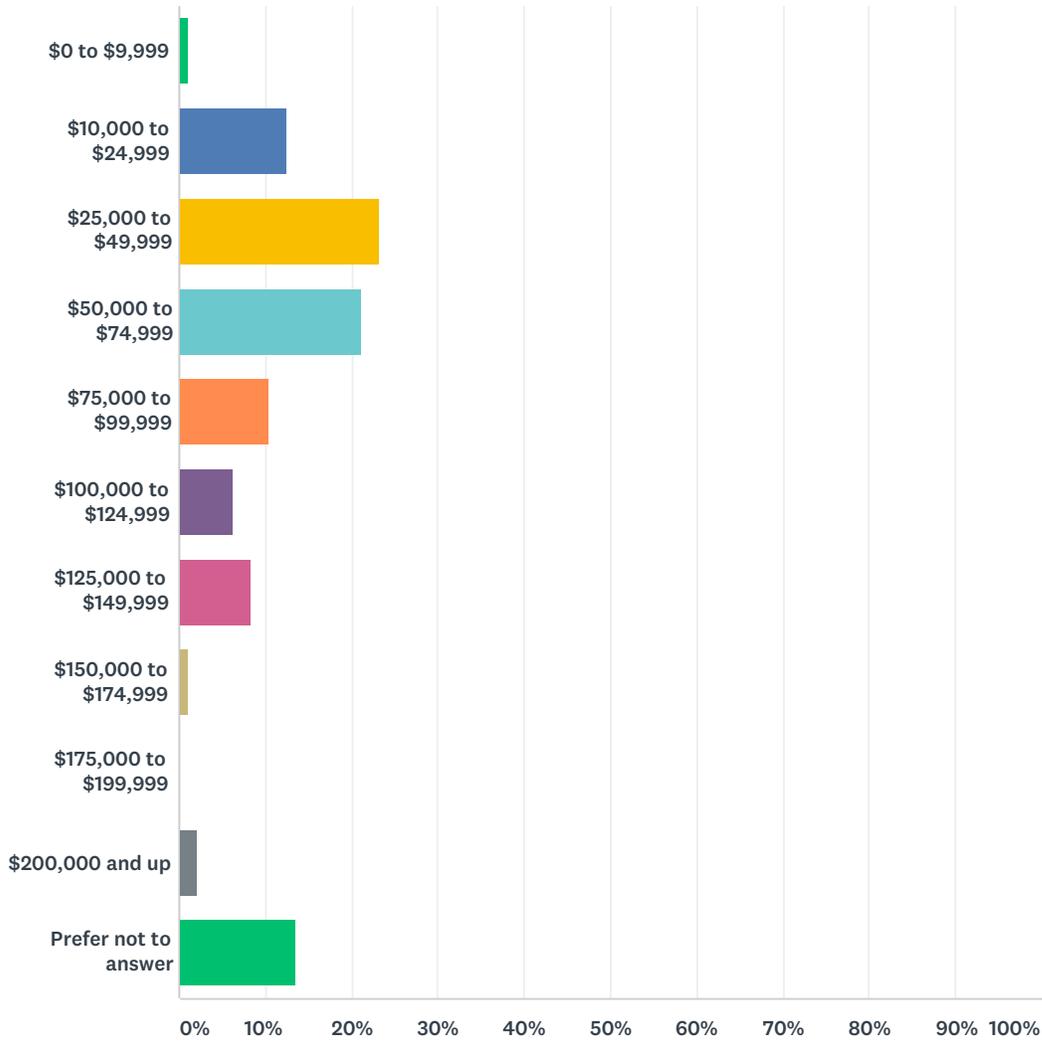
Answered: 95 Skipped: 0



ANSWER CHOICES	RESPONSES	
Less than high school degree	3.16%	3
High school degree or equivalent (e.g., GED)	5.26%	5
Some college but no degree	13.68%	13
Associate degree	8.42%	8
Bachelor degree	33.68%	32
Graduate degree	34.74%	33
Prefer not to answer	1.05%	1
TOTAL		95

Q14 How much total combined money did all members of your HOUSEHOLD earn last year?

Answered: 95 Skipped: 0



QUIZ STATISTICS

Percent Correct
14%

Average Score
1.9/4.0 (47%)

Standard Deviation
1.64

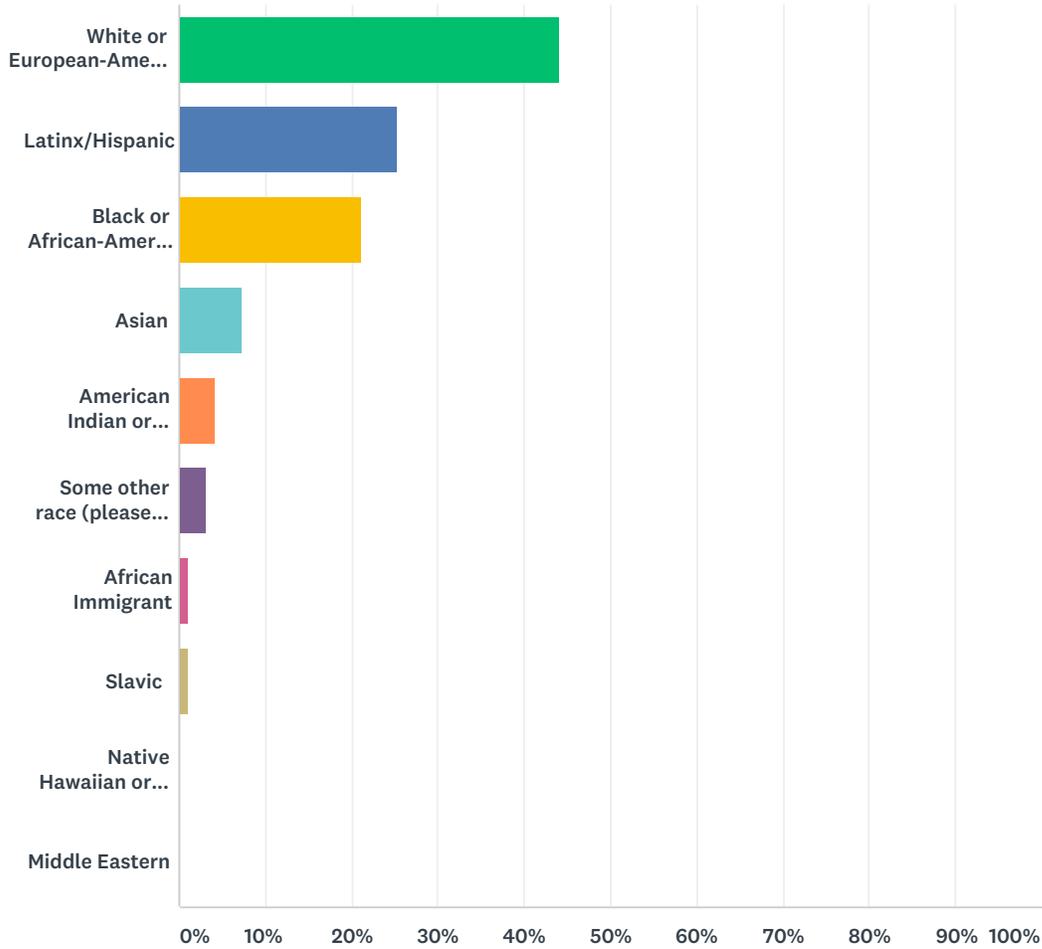
Difficulty
9/11

ANSWER CHOICES	SCORE	RESPONSES	
✓ \$0 to \$9,999	4/4	1.05%	1
✓ \$10,000 to \$24,999	4/4	12.63%	12
\$25,000 to \$49,999	3/4	23.16%	22
\$50,000 to \$74,999	3/4	21.05%	20
\$75,000 to \$99,999	0/4	10.53%	10
\$100,000 to \$124,999	0/4	6.32%	6

\$125,000 to \$149,999	0/4	8.42%	8
\$150,000 to \$174,999	0/4	1.05%	1
\$175,000 to \$199,999	0/4	0.00%	0
\$200,000 and up	0/4	2.11%	2
Prefer not to answer	0/4	13.68%	13
TOTAL			95

Q15 How do you identify your race/ethnicity? (Check all that apply)

Answered: 95 Skipped: 0



QUIZ STATISTICS

Percent Correct 0%	Average Score 2.6/29.0 (9%)	Standard Deviation 2.53	Difficulty 3/11
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ANSWER CHOICES

ANSWER CHOICES	SCORE	RESPONSES	
White or European-American	0/29	44.21%	42
✓ Latinx/Hispanic	4/29	25.26%	24
✓ Black or African-American	5/29	21.05%	20
✓ Asian	2/29	7.37%	7
✓ American Indian or Alaskan Native	6/29	4.21%	4
Some other race (please specify)	--	3.16%	3
✓ African Immigrant	5/29	1.05%	1
✓ Slavic	1/29	1.05%	1
✓ Native Hawaiian or other Pacific Islander	4/29	0.00%	0

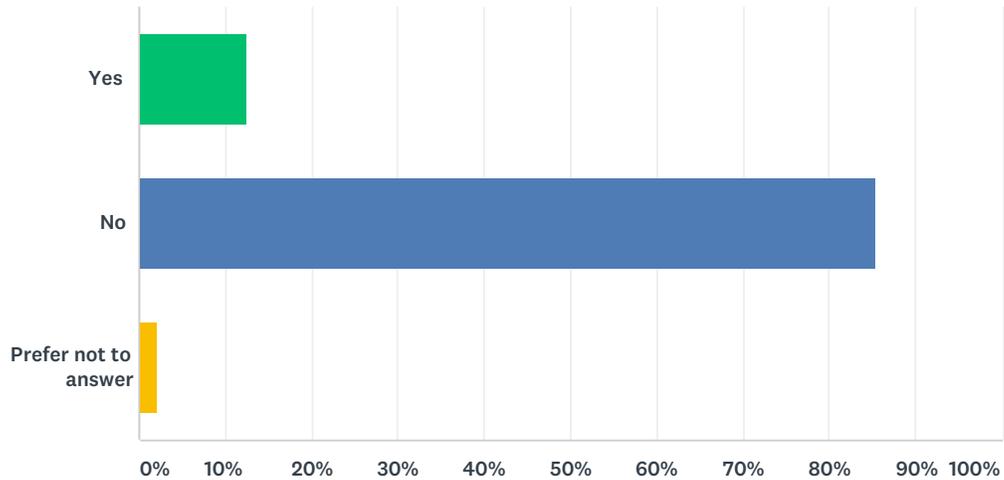
✓ Middle Eastern	2/29	0.00%	0
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Total Respondents: 95			
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#	SOME OTHER RACE (PLEASE SPECIFY)	DATE
1	White	2/28/2019 1:44 PM
2	human	2/13/2019 4:58 PM
3	Human mutt	2/10/2019 7:53 PM

Q16 Are you a parent of a child with a disability?

Answered: 95 Skipped: 0



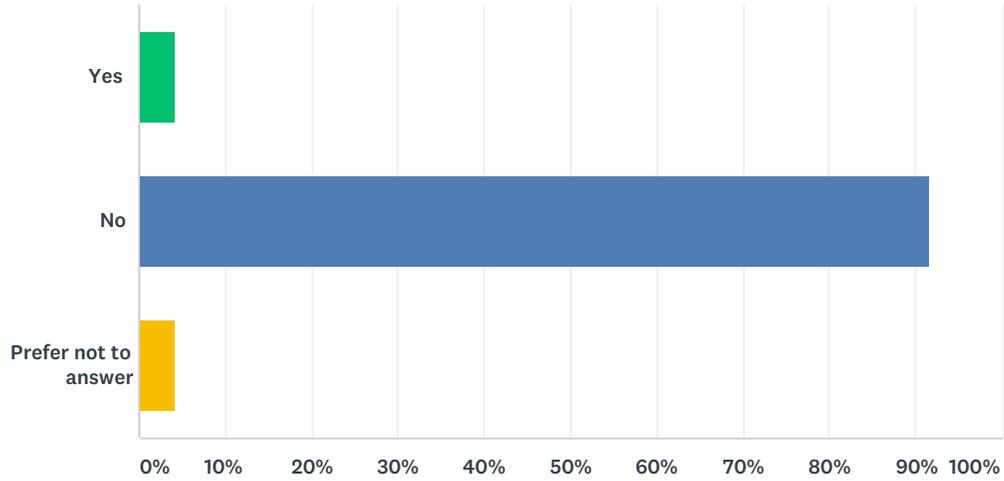
QUIZ STATISTICS

Percent Correct 13%	Average Score 0.3/2.0 (13%)	Standard Deviation 0.67	Difficulty 5/11
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ANSWER CHOICES	SCORE	RESPONSES	
✓ Yes	2/2	12.63%	12
No	0/2	85.26%	81
Prefer not to answer	0/2	2.11%	2
TOTAL			95

Q17 Do you have a disability?

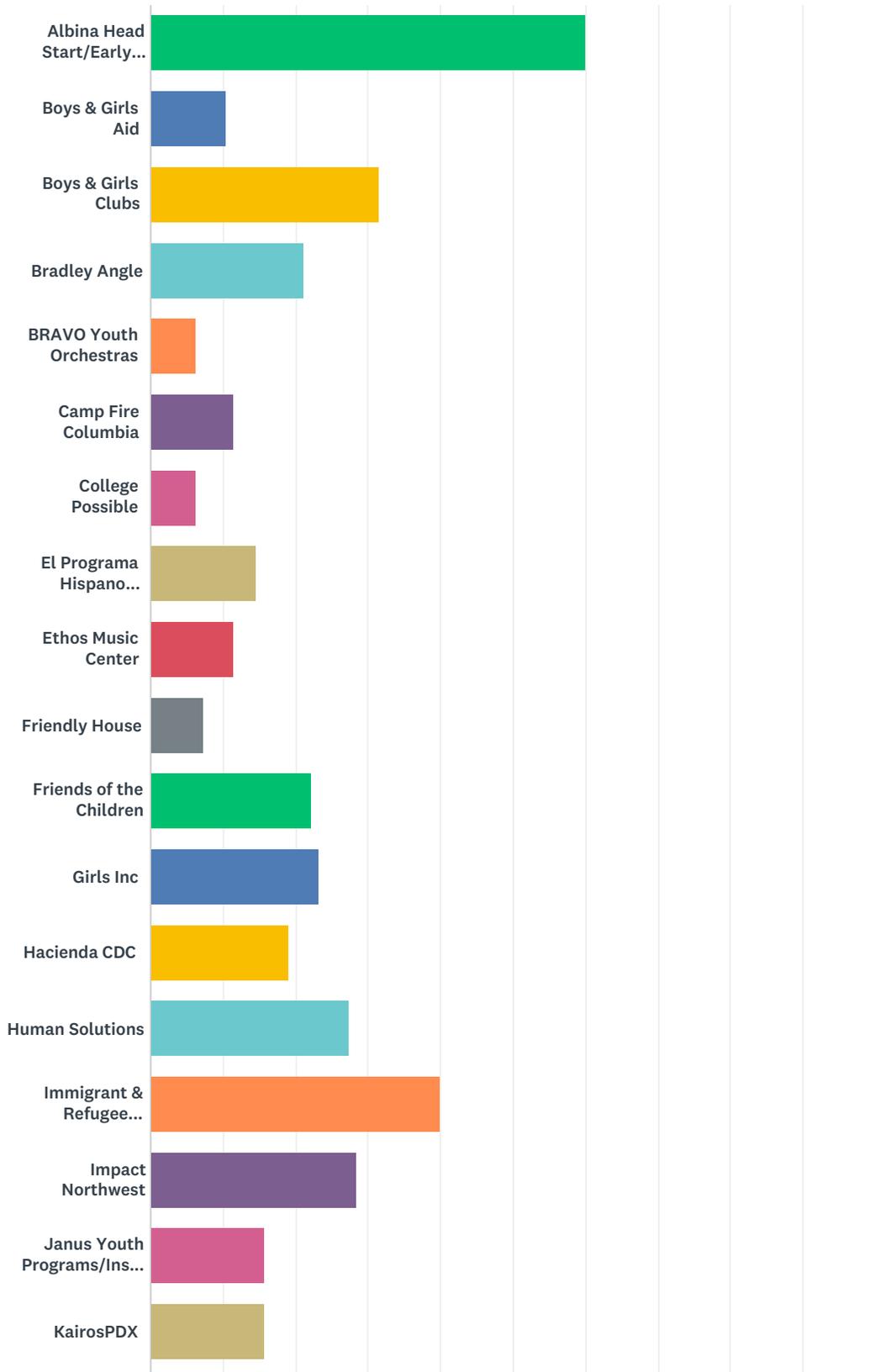
Answered: 95 Skipped: 0

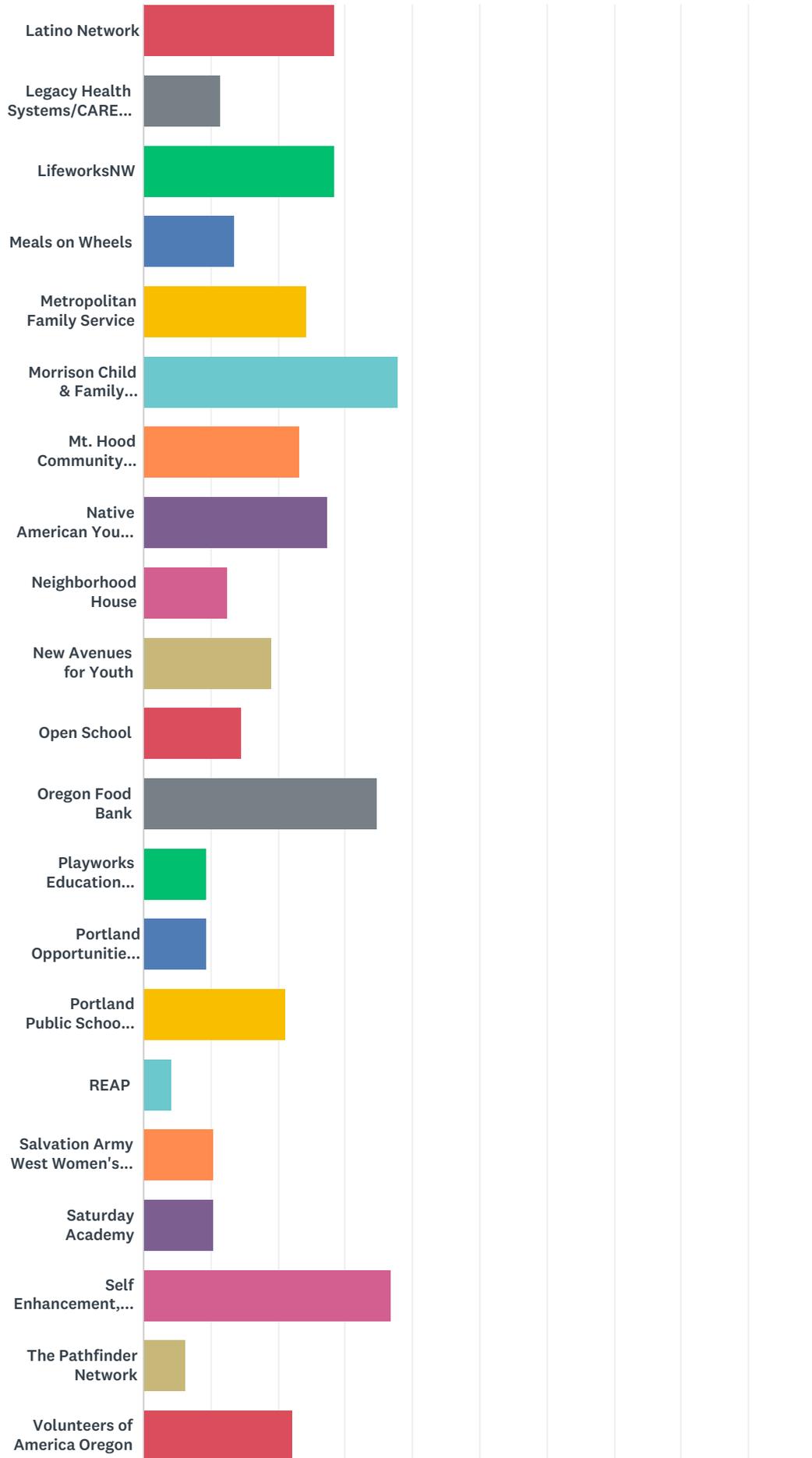


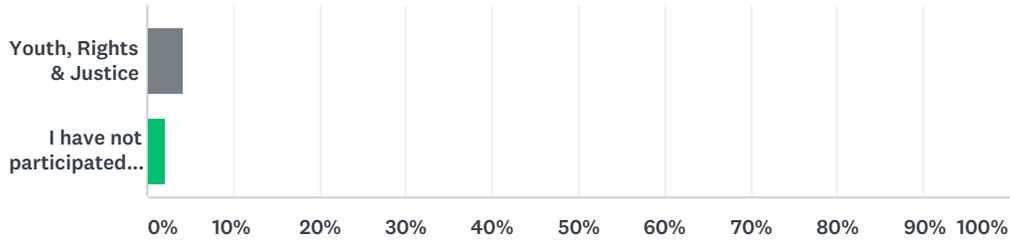
QUIZ STATISTICS			
Percent Correct 4%	Average Score 0.1/2.0 (4%)	Standard Deviation 0.40	Difficulty 2/11
ANSWER CHOICES	SCORE	RESPONSES	
✓ Yes	2/2	4.21%	4
No	0/2	91.58%	87
Prefer not to answer	0/2	4.21%	4
TOTAL			95

Q18 Please check all of the following programs/organizations that you have interacted with.

Answered: 95 Skipped: 0





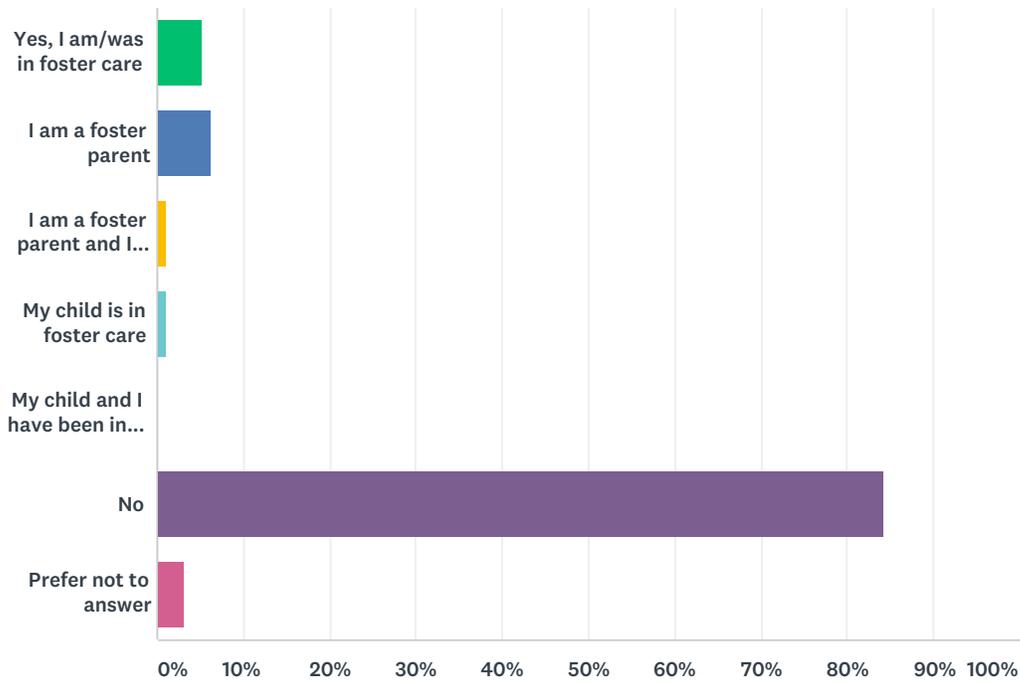


ANSWER CHOICES	RESPONSES	
Albina Head Start/Early Head Start	60.00%	57
Boys & Girls Aid	10.53%	10
Boys & Girls Clubs	31.58%	30
Bradley Angle	21.05%	20
BRAVO Youth Orchestras	6.32%	6
Camp Fire Columbia	11.58%	11
College Possible	6.32%	6
El Programa Hispano Católico	14.74%	14
Ethos Music Center	11.58%	11
Friendly House	7.37%	7
Friends of the Children	22.11%	21
Girls Inc	23.16%	22
Hacienda CDC	18.95%	18
Human Solutions	27.37%	26
Immigrant & Refugee Community Organization (IRCO)	40.00%	38
Impact Northwest	28.42%	27
Janus Youth Programs/Insights Teen Parent Services	15.79%	15
KairosPDX	15.79%	15
Latino Network	28.42%	27
Legacy Health Systems/CARES NW	11.58%	11
LifeworksNW	28.42%	27
Meals on Wheels	13.68%	13
Metropolitan Family Service	24.21%	23
Morrison Child & Family Services	37.89%	36
Mt. Hood Community College – Childcare Resource & Referral, Head Start & Early Head Start	23.16%	22
Native American Youth and Family Center (NAYA)	27.37%	26
Neighborhood House	12.63%	12
New Avenues for Youth	18.95%	18

Open School	14.74%	14
Oregon Food Bank	34.74%	33
Playworks Education Energized	9.47%	9
Portland Opportunities Industrialization Center (POIC)	9.47%	9
Portland Public Schools Head Start	21.05%	20
REAP	4.21%	4
Salvation Army West Women's and Children's Shelter	10.53%	10
Saturday Academy	10.53%	10
Self Enhancement, Inc. (SEI)	36.84%	35
The Pathfinder Network	6.32%	6
Volunteers of America Oregon	22.11%	21
Youth, Rights & Justice	4.21%	4
I have not participated in any of these programs/organizations.	2.11%	2
Total Respondents: 95		

Q19 Have you and/or your child ever been involved in the foster care system?

Answered: 95 Skipped: 0



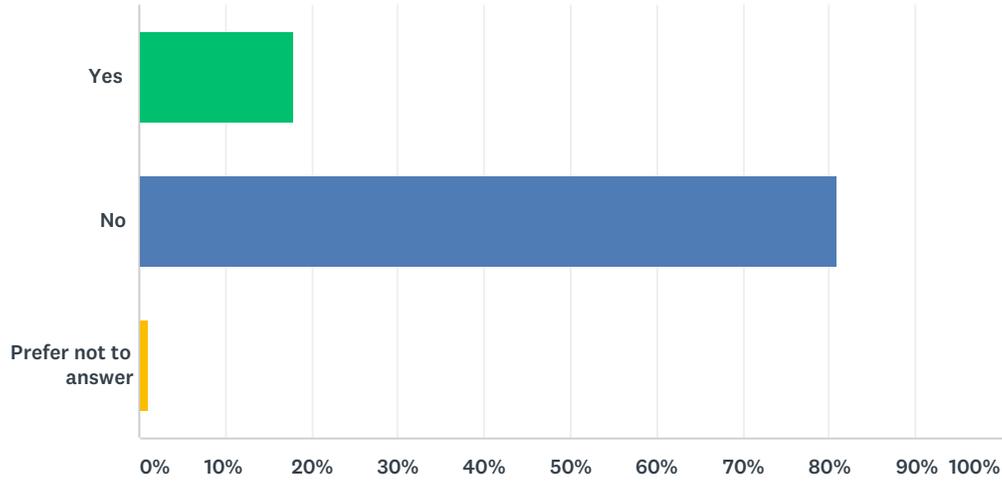
QUIZ STATISTICS

Percent Correct 0%	Average Score 0.3/12.0 (2%)	Standard Deviation 0.81	Difficulty 1/11
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ANSWER CHOICES	SCORE	RESPONSES
✓ Yes, I am/was in foster care	2/12	5.26% 5
✓ I am a foster parent	2/12	6.32% 6
✓ I am a foster parent and I was in foster care as a child	3/12	1.05% 1
✓ My child is in foster care	2/12	1.05% 1
✓ My child and I have been in foster care	3/12	0.00% 0
No	0/12	84.21% 80
Prefer not to answer	0/12	3.16% 3
Total Respondents: 95		

Q20 Have you ever experienced houselessness?

Answered: 95 Skipped: 0



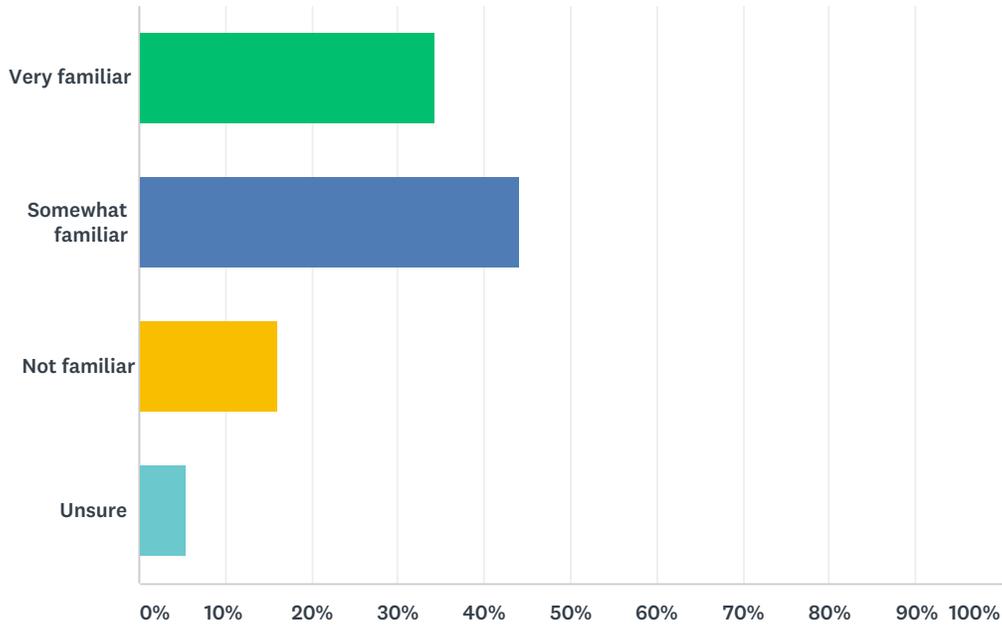
QUIZ STATISTICS

Percent Correct 18%	Average Score 1.2/2.0 (58%)	Standard Deviation 0.40	Difficulty 10/11
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ANSWER CHOICES	SCORE	RESPONSES	
✓ Yes	2/2	17.89%	17
No	1/2	81.05%	77
Prefer not to answer	0/2	1.05%	1
TOTAL			95

Q21 How familiar are you with the work of the Portland Children’s Levy? (Check one)

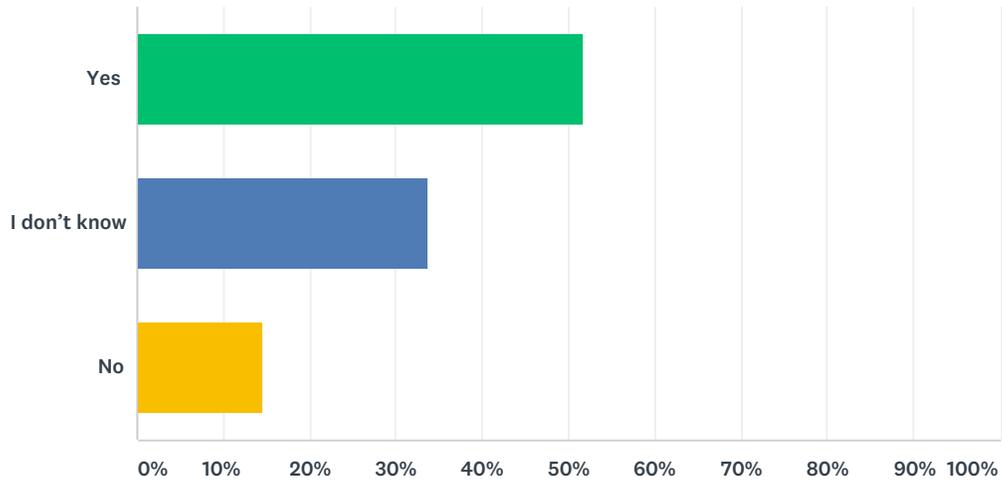
Answered: 93 Skipped: 2



ANSWER CHOICES	RESPONSES	
Very familiar	34.41%	32
Somewhat familiar	44.09%	41
Not familiar	16.13%	15
Unsure	5.38%	5
TOTAL		93

Q22 Does your program get funding from the Portland Children’s Levy?

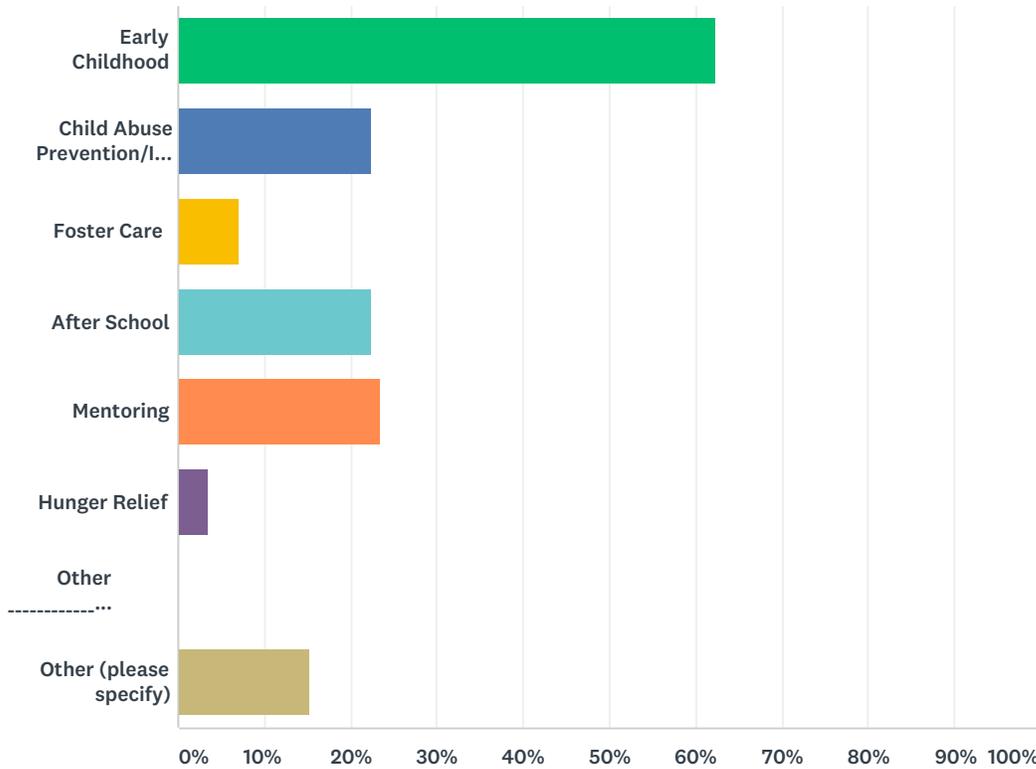
Answered: 95 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	51.58%	49
I don't know	33.68%	32
No	14.74%	14
TOTAL		95

Q23 Which of the following focus areas best describes the focus of your organization? (Check all that apply)

Answered: 85 Skipped: 10



ANSWER CHOICES	RESPONSES	
Early Childhood	62.35%	53
Child Abuse Prevention/Intervention	22.35%	19
Foster Care	7.06%	6
After School	22.35%	19
Mentoring	23.53%	20
Hunger Relief	3.53%	3
Other _____	0.00%	0
Other (please specify)	15.29%	13

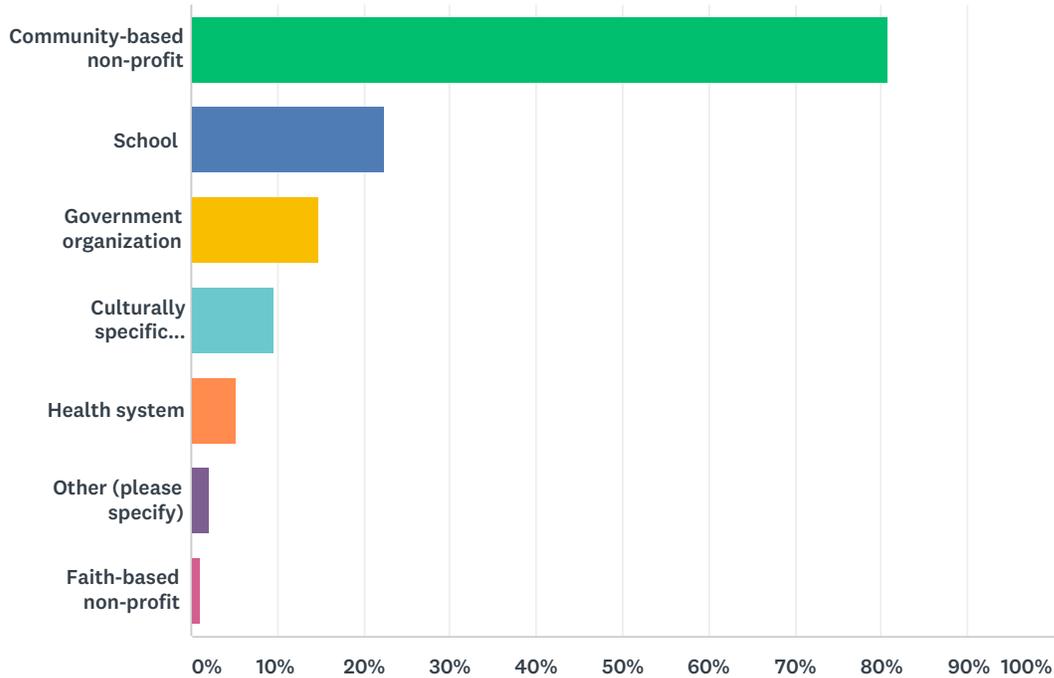
Total Respondents: 85

#	OTHER (PLEASE SPECIFY)	DATE
1	Na	2/28/2019 1:44 PM
2	All of these, although we are not currently receiving funding for foster care	2/22/2019 11:39 AM
3	Wrap around services and family engagement	2/14/2019 9:34 PM
4	Education	2/13/2019 12:15 PM

5	Homeless Prevention and Intervention	2/12/2019 8:21 PM
6	Homeless/At-risk youth	2/12/2019 8:01 PM
7	Arts Education	2/12/2019 7:28 PM
8	Early Literacy	2/12/2019 7:23 PM
9	School Climate	2/12/2019 6:57 PM
10	I am working on a partnership program between EHS/HS and Oregon Department of Corrections men's prison	2/12/2019 6:22 PM
11	Other (please specify): I previously worked for a PCL funded Child Abuse Prevention/Intervention program and then went on to work for Early Head Start as a home visitor. I currently work at MHCC supporting students seeking paid apprenticeships in the trades	2/11/2019 9:14 PM
12	Family Engagement	2/11/2019 7:43 PM
13	Elementary School	2/11/2019 7:27 PM

Q24 Would you describe your organization as: (check all that apply)

Answered: 94 Skipped: 1



ANSWER CHOICES	RESPONSES
Community-based non-profit	80.85% 76
School	22.34% 21
Government organization	14.89% 14
Culturally specific organization	9.57% 9
Health system	5.32% 5
Other (please specify)	2.13% 2
Faith-based non-profit	1.06% 1
Total Respondents: 94	

#	OTHER (PLEASE SPECIFY)	DATE
1	Na	2/28/2019 1:44 PM
2	head start	2/12/2019 6:23 PM

Q25 What services are critically needed in helping children arrive ready for kindergarten?

Answered: 87 Skipped: 8

#	RESPONSES	DATE
1	Skipped Na	2/28/2019 1:44 PM
2	Culturally responsive Culturally specific Preschool or Preschool-like services/programs	2/22/2019 12:47 PM
3	Culturally responsive Culturally and linguistically specific in home supports and preschool programs.	2/22/2019 11:42 AM
4	Mental health Consistent housing, food, water, clean clothes, working on academics before, mental health support for families/youth.	2/19/2019 7:18 PM
5	Culturally responsive early childhood education that includes intense parent involvement and support. must be culturally specific and come from trusted providers/community advocates.	2/19/2019 11:47 AM
6	Parent and family Support Support for the parents to gain stability and parenting support to know child development.	2/18/2019 12:48 PM
7	Access to resources Social/Emotional Services, Behavioral support, Reading, writing, comprehension resources/programs that support childrens early learning, Resources that meet the needs of children who are special need and or IFSP identified.	2/17/2019 8:05 PM
8	Kindergardin readiness More classes	2/14/2019 9:51 PM
9	Access to resources Family clothing recourses	2/14/2019 9:49 PM
10	Kindergardin readiness More head start programs	2/14/2019 9:48 PM
11	A comprehensive consulting platform can help	2/14/2019 9:47 PM
12	Transportation Transportation is very needed.	2/14/2019 9:40 PM
13	Parent and family Support support and meetings with parents so that the needs are transparent	2/14/2019 9:36 PM
14	Training providing with better teaching techniques	2/14/2019 9:35 PM
15	Access to resources Access to resources for the entire family. More pre-kindergarten options for kids.	2/14/2019 9:34 PM
16	Skipped n/o	2/14/2019 9:32 PM
17	Kindergardin readiness Head start program like based	2/14/2019 5:21 PM
18	High Quality Preschools bus	2/14/2019 5:11 PM
19	Social Emotional social and emotional supports	2/14/2019 3:59 PM
20	Access to resources Before and After school programs Food Banks	2/14/2019 3:27 PM
21	Systems invest more into the teachers(salary, school supplies) so they are properly prepare to teach.	2/14/2019 3:05 PM
22	Culturally responsive Education, socialization. Cultural awareness and sensitivity. Money! Investments, the arts.	2/13/2019 5:02 PM
23	Parent and family Support parent involvement	2/13/2019 3:39 PM
24	High Quality Preschools More school readiness skills for children of color and low income children.	2/13/2019 1:31 PM
25	Access to resources Shoes, clothing, uniforms, school supplies and personal hygiene supplies.	2/13/2019 12:23 PM
26	Social Emotional socialization skills.	2/13/2019 10:11 AM
27	High Quality Preschools High quality preschool programs that involve parents. College graduate teachers in ECE	2/13/2019 9:53 AM

28	Social Emotional Getting proper healthcare, developing age appropriate communication, physical, cognitive, adaptive and social skills	2/13/2019 9:05 AM
29	Literacy Literacy skills, social and emotional skills, self regulate.	2/13/2019 8:25 AM
30	High Quality Preschools Good caring teaching staff	2/12/2019 11:46 PM
31	Literacy Early education, special needs identification, family engagement, early literacy	2/12/2019 10:27 PM
32	High Quality Preschools quality preschool; books in the home	2/12/2019 8:38 PM
33	Social Emotional Social-emotional development, emotional regulation skills, physical regulation skills, cooperative play, fine motor skills development, positive attitudes towards learning	2/12/2019 8:33 PM
34	Transportation socialization opportunities sufficient for the transition basic developmental milestones social emotional milestones/skills stability clothing food transportation	2/12/2019 8:25 PM
35	Mental health 1) Preschool (free, accessible and known). Stable families (Mental Health and Addiction supports for parents) 2) Early Childhood education and Parenting resources/training for Foster Care families 3) Pregnant and parenting supports/services/education	2/12/2019 8:21 PM
36	High Quality Preschools Whoever it is that teaches them need to know how to deliver curriculum so that they can understand and advance.	2/12/2019 8:16 PM
37	Skipped Respondent skipped this question	2/12/2019 8:11 PM
38	Social Emotional Social/emotional opportunities/experience/assistance	2/12/2019 8:09 PM
39	Parent and family Support Basic needs (food, shelter, water) and supportive emotional environment.	2/12/2019 8:02 PM
40	Parent and family Support Early Childhood home Visiting Support through community/cultually based organizations based on families needs. Early Head Start programs (full day and part time). Home visiting meets parents where they are and supports families strengths while also helping with barriers. Home visiting also helps relay information to parents milestones of children and recognizes any delays to support children with certain activities at families home to meet milestones.	2/12/2019 7:55 PM
41	Mental health Early Childhood Education programs that have strong social-emotional components, including staff training, curriculum, screening, and Mental Health Consultation.	2/12/2019 7:51 PM
42	Mental health behavior and mental health	2/12/2019 7:39 PM
43	Social Emotional Quality, affordable (ideally free for families in need), half or full-day preschool is needed. The benefit of pre-K age children socializing with their peers is huge in preparing for kindergarten, but they also need a qualified early-child educator to prepare them for reading and counting. Daycare without educational curriculum is not enough, and leaves kids whose families can't afford preschool at a disadvantage before grade school begins.	2/12/2019 7:28 PM
44	Kindergardin readiness Early transition for all schools.	2/12/2019 7:25 PM
45	Literacy Early literacy support for preschool and PreK students is critically important to ensuring that they enter kindergarten ready to read and learn. Studies consistently show that access to books in the home and one-on-one reading time are two key ingredients for early literacy success, and set kids up for success in school more broadly. Providing families with access to books to enjoy together, volunteers to read with kids in preschools and Head Starts, and resources and tips for families on engaging kids in reading all make a huge difference in getting kids ready for kindergarten academically, and provide opportunities for social and emotional learning.	2/12/2019 7:24 PM
46	Kindergardin readiness Early Head Start 0-5 Wellness checks, including hearing and vision	2/12/2019 7:18 PM
47	Access to resources Resources for parents on how to support children by being consistent. Coaching them to be involved by assisting their children with reading.	2/12/2019 7:09 PM
48	Transportation transportation, outreach, assistance in enrolling, a language in the needed population.	2/12/2019 7:03 PM
49	Kindergardin readiness Free pre-school programs, free breakfast and lunch at pre-school	2/12/2019 6:58 PM
50	Kindergardin readiness More access to preschool options for families who don't qualify as low income.	2/12/2019 6:52 PM
51	Kindergardin readiness opportunities for preschool like experiences	2/12/2019 6:47 PM

52	High Quality Preschools	stable living situation and supportive high quality programming	2/12/2019 6:40 PM
53	Kindergardin readiness	helping parents understand the importance of children being ready for kindergarten and the importance of good attendance.	2/12/2019 6:28 PM
54	Parent and family Support	Parent support programs and early childhood programs for middle income families in Portland	2/12/2019 6:26 PM
55	Kindergardin readiness	Reading, writing "steam" which is science, technology,engineering,art, math. Galileo assesments which help service providers be aware of a childs growth. What he or she has learned, ready to learn or not there yet etc. I dont believe we have enough programs with these services like Albina Head Start/ Early Head Start does.	2/12/2019 6:14 PM
56	Kindergardin readiness	More play based learning and less direct instruction which is not age appropriate for children in kindergarten let alone children under the age of 5.	2/12/2019 5:58 PM
57	High Quality Preschools	educated teachers	2/12/2019 5:54 PM
58	Social Emotional	Health, nutrition and school readiness and the big one the social emotional piece	2/12/2019 5:47 PM
59	Access to resources	More funding and better pay for Head Start/Childcare Workers. More parenting resources and free job training programs for parents to help break the cycle of poverty.	2/12/2019 5:46 PM
60	Literacy	Literacy support	2/12/2019 5:41 PM
61	Literacy	Routines literacy	2/12/2019 5:36 PM
62	Access to resources	Access to pre-k education for students, support for understanding the education system for parents, access to resources for school supplies.	2/11/2019 9:48 PM
63	Kindergardin readiness	Early Kindergarten Transition programs	2/11/2019 9:43 PM
64	Mental health	ESL, socialization modeling, mental health (for those children from at-risk communities), effective positive parenting practices, supportive services for parents, healthy-outcomes forecasting/modeling.	2/11/2019 9:37 PM
65	Kindergardin readiness	readiness skills, but not those in the readiness assessment oregon adopted - those are K skills, not readiness skills.	2/11/2019 9:27 PM
66	Social Emotional	Home visiting programs for prenatal- 3yo, anti-poverty/ anti-capitalist advocacy, violence prevention, strong unions representing educators and service providers, advocacy for just and humane immigration policy, transforming the family court system/ child development and anti-misogyny education for judges and lawyers, listen to educators when they ask for meaningful training and resources to respond to unsafe behaviors and trauma in their classrooms and communities, adequate healthcare, food access, pre-natal care and parenting education/resources, increased educational outreach in addressing social emotional health/healthy development, strong early intervention supports. In-patient drug treatment that allows parents to stay with their children (especially small children) with high quality parenting programs.Create long-term affordable (like actually affordable to single, undocumented parents) housing options. Immigration relief.	2/11/2019 9:15 PM
67	Parent and family Support	Language classes, preparedness for parents, hunger relief	2/11/2019 9:06 PM
68	Mental health	housing, food sources, mental health and A&D support for the family, abuse prevention/intervention	2/11/2019 8:52 PM
69	Social Emotional	Social emotional skills especially for children who struggle so much that they can't participate in a community-based preschool program. Housing is also a huge need.	2/11/2019 8:42 PM
70	Transportation	Child-support for working single moms, lice management, adequate food, clothing and transportation, early reading programs.	2/11/2019 8:36 PM
71	Parent and family Support	Services that bring communities together to understand where are children are, so that teachers and schools can meet children and families where they are. This can take a lot of forms. Outreach to parents to help them understand what will be expected of their children in kindergarten, as the expectation are much higher than they used to be. And then listening to parents who express concerns that their children may not be ready for those demands, and support over the summer for children to be ready. This might catch the children who were not in pre-school, or who were in pre-schools with a much more flexible environment than public kinders generally are.	2/11/2019 8:30 PM

72	Literacy	Social skill, literacy skill, safe skills and how to interact with others in a kind and nice ways. Know good manners.	2/11/2019 8:25 PM
73	Social Emotional	Social and emotional support. Lessons on how to be a good friend.	2/11/2019 8:19 PM
74	Skipped	Respondent skipped this question	2/11/2019 8:09 PM
75	Kindergardin readiness	Head Start	2/11/2019 8:03 PM
76	Social Emotional	Programming for young children that helps socialize them.	2/11/2019 7:51 PM
77	Access to resources	Parenting classes Understanding of the importance of attendance Basic human needs met (ie food, shelter, clothing)	2/11/2019 7:44 PM
78	Social Emotional	Social emotional support, academic support	2/11/2019 7:28 PM
79	Access to resources	Free breakfast, more buses/pick up and drop off providers.	2/11/2019 7:16 PM
80	Parent and family Support	Access to Pre-K for all Parenting Education about children development	2/11/2019 6:19 PM
81	Social Emotional	Social Emotional Support Educational and social support	2/11/2019 2:33 PM
82	Kindergardin readiness	more free or low cost preschool programs. Many families are just over income to qualify for Head Start but still cannot afford private preschool programs.	2/11/2019 9:57 AM
83	Parent and family Support	Supporting parents with individualized plans	2/10/2019 4:27 PM
84	Social Emotional	headstart has helped dramatically, teaching children their letters and numbers and socialization skills, much needed clothing, toileting and eating skills, as well as manners or social emotional coping strategies.	2/7/2019 11:06 AM
85	Mental health	In home parent support services that focus on social emotional, physical and mental development, infant toddler mental health services, and when appropriate mental health and substance use disorder services for the family.	2/7/2019 10:53 AM
86	Literacy	Early literacy support Social Emotional learning activities Parent support and trainings	1/29/2019 2:08 PM
87	Social Emotional	Free pre-school, home based nurses & educational advocates, WIC & other social services, support for moms and dads	1/23/2019 2:41 PM

Q26 What resources (family, community, etc) could be leveraged to help children be kindergarten ready?

Answered: 84 Skipped: 11

#	RESPONSES	DATE
1	Skip Na	2/28/2019 1:44 PM
2	In-Kind space and volunteers who speak multiple languages	2/22/2019 12:47 PM
3	Family Parents/families want the best for their children and are passionate about their child's education.	2/22/2019 11:42 AM
4	Community Family School Family, community, a sense of belonging, interaction with neighbors and schools.	2/19/2019 7:18 PM
5	Community Family family, community, various agencies, religious institutions, etc.	2/19/2019 11:47 AM
6	Family Programs School Housing, hunger relief, affordable childcare, affordable after school programs, mentors, alcohol and drug counseling, in home mental health family services, and safety planning.	2/18/2019 12:48 PM
7	Family Financial Resources for families(Rental, Utilities and Housing Assistance), Career Trainings/Preparations, Educational Resources/Support for parents, Support for parents who have children with Special needs or behavioral issues.	2/17/2019 8:05 PM
8	Community Family Family and community	2/14/2019 9:51 PM
9	Literacy Book supply	2/14/2019 9:49 PM
10	Community Family Community	2/14/2019 9:48 PM
11	Community Family It is more convenient to establish a working office in the community	2/14/2019 9:47 PM
12	Family Programs Family can be involved in programs.	2/14/2019 9:40 PM
13	Programs more information regarding programs like headstart	2/14/2019 9:36 PM
14	School after school tutoring	2/14/2019 9:35 PM
15	Preschool/early tr Food, health care, pre-k options, and more racial equity training for teachers.	2/14/2019 9:34 PM
16	Skip n/o	2/14/2019 9:32 PM
17	Preschool/early tr Head start or something like it	2/14/2019 5:21 PM
18	resources Provide education home resources	2/14/2019 5:11 PM
19	Family Programs provide more incentives in programs that families can use to get them into our programs that help get them ready for KG	2/14/2019 3:59 PM
20	resources More resources in before and after care.	2/14/2019 3:27 PM
21	Programs a summer educational camp for Early 3 to 5	2/14/2019 3:05 PM
22	resources Homes, food, basic needs, education.	2/13/2019 5:02 PM
23	School Support parent education to support children during school years	2/13/2019 3:39 PM
24	Parent Engagement Greater housing security, food security, and parents who are able to focus on their children's development because they are not having to worry about meeting their basic needs.	2/13/2019 1:31 PM
25	Parent Engagement Commitment to regular attendance, consistent home routine and consistent parental involvement.	2/13/2019 12:23 PM
26	Community Family Preschool/early tr Universal preschool access for all communities. Offer free or low cost art activities for parents and their children in the community centers and libraries	2/13/2019 9:53 AM

27	Preschool/early tr Programs	Preschool and early childhood experience, resources for homelessness, domestic violence, food assistance programs, child abuse prevention.	2/13/2019 9:05 AM
28	Literacy Programs	More funding for books, tools and a program to help children engage in their learning.	2/13/2019 8:25 AM
29	Parent Engagement	Involved parents. Parenting classes. Kindergarten staff coming to talk to parents before the kindergarten round ups happen.	2/12/2019 11:46 PM
30	Family	Libraries, family support	2/12/2019 10:27 PM
31	Preschool/early tr	publicly funded preschool	2/12/2019 8:38 PM
32	Community Family	Community based early childhood centers, culturally informed teaching staff, family connections to early education	2/12/2019 8:33 PM
33	Family Literacy Programs	-CoC HUD funding for programs sheltering/housing families - DHS Self Sufficiency/Child Welfare can add requirements/components- make direct referrals/suggestion to enroll in early childhood programming - Library Programs - like Book Babies, only something more comfortable for parents/children of color or young parents	2/12/2019 8:25 PM
34	Family	Childcare (so parents can work and families can have the resources they need. Leveraging our retired Seniors to provide this would be amazing! Headstart Churches	2/12/2019 8:21 PM
35	Programs	Tutoring programs and access therein.	2/12/2019 8:16 PM
36	Skip	Respondent skipped this question	2/12/2019 8:11 PM
37	Preschool/early tr	Therapeutic early childhood classes	2/12/2019 8:09 PM
38	Family	Basic needs for things like food that our federal government is abdicating their responsibility to provide. Mental health providers and social workers to support families in turmoil.	2/12/2019 8:02 PM
39	Community Family Support	Housing Assistance with rent to prevent homelessness. Referalls to early childhood in home support. Community Events or gatherings (Cultural Activies, play groups, parenting classes	2/12/2019 7:55 PM
40	Community Family	Strong partnerships with the mental health community, including Mental Health providers with education and training in early childhood (0-5).	2/12/2019 7:51 PM
41	Family	family advocate	2/12/2019 7:39 PM
42	Skip	Respondent skipped this question	2/12/2019 7:28 PM
43	Community Family resources	Community-based organizations are a huge resource for helping kids be kindergarten ready because they have the infrastructure and tools to mobilize and work alongside communities and families in ensuring kids have the tools they need to succeed in kindergarten and beyond.	2/12/2019 7:24 PM
44	Community Family Programs	More funding for Early Head Start or early intervention programs; stronger community building to get families referred; more funding/outreach for wellness check-ups for little ones	2/12/2019 7:18 PM
45	Family	Family game nights; such as stem, reading, academic games etc for families.	2/12/2019 7:09 PM
46	Community Family	Family and community	2/12/2019 7:03 PM
47	Skip	Respondent skipped this question	2/12/2019 6:58 PM
48	Skip	Respondent skipped this question	2/12/2019 6:52 PM
49	Community Family School	Family, community, elementary school , libraries, parent education	2/12/2019 6:47 PM
50	Family	low income housing and daycare services for working families	2/12/2019 6:40 PM
51	Programs	hook in the medical providers to do more vision checks and monitor behavior and development.	2/12/2019 6:28 PM
52	Family	Support for families in Multnomah county who don't meet Poverty guidelines, but don't make enough for private child care	2/12/2019 6:26 PM
53	Skip	Not sure	2/12/2019 6:14 PM
54	Programs	More education for providers and programs on the benefits of play based learning.	2/12/2019 5:58 PM
55	Support	support educational tools and training to teachers	2/12/2019 5:54 PM

56	Family	Family members and their support is a key	2/12/2019 5:47 PM
57	Programs School	McMinnville School District has a program where parents come to the school to engage in activities - the year before they start kindergarten. Free access to apps that teach skills - ABC Mouse....	2/12/2019 5:46 PM
58	Family	Family support	2/12/2019 5:41 PM
59	Literacy	Books	2/12/2019 5:36 PM
60	Community Family School	Family volunteers during school day before students enter kindergarten to understand how school day looks and to build community relationships, community donation drives to collect supplies for students, donations from organizations in the community for supplies and snacks, events that allow for students and families to connect with school community prior to the beginning of school.	2/11/2019 9:48 PM
61	School Support	Funding to support more schools being able to offer Early Kindergarten Transition	2/11/2019 9:43 PM
62	Community Family Programs	Family Relief Nurseries, community-based parental counseling, Programs that offer:Therapeutic Early Childhood Program (TECP) classroom programs, developmental screenings and assessments, family service opportunities (e.g., respite care, home visiting, etc.), Head Start, community-based parent classes.	2/11/2019 9:37 PM
63	resources	If non-profits and service providers could collaborate more to provide more wrap-around services. so many non-profits try to do it all, when their time and resources might be better spent in a collaboration with those already providing the services needed. Of course, funders would need to shit a bit as well because they often want "new things" so we create those to get the funds. It would be great to see partnerships funded.	2/11/2019 9:27 PM
64	Family Programs Skip	Tax corporate money. Tax Portland's new (and old) high-income earners. Listen and proactively respond to the needs and concerns of educators and direct service providers, create systems so that direct service providers can report concerns about their service provision directly to funders rather than mediating their voices through over-worked and under-informed supervisors. Ensure union representation of direct service providers. Increased cash assistance and transportation support to single parents. Educate judges and family law professionals and child protective service workers about early childhood development, gender-based violence, mental health, and anti-misogyny. Stop separating children from safe parents and giving them to abusive parents. Support safe parents in preventing unsupervised contact with abusive parents. Create wrap-around services that bring service professionals together and develop esteem for advocates for survivors of domestic violence and early childhood professionals who are ignored by lawyers, judges, and child protective services workers. Ensure meaningful language access as required by Civil Rights Act and expand to programs that aren't federally funded as well (like St. Andrews Legal Clinic that discriminates against those who don't speak English). Organize retired folks who want their own grandkids but don't have any to be grandparents to other people's kids. Expand refugee program services to immigrants who face many of the same challenges as refugees but who are not categorized as such.	2/11/2019 9:15 PM
65	Community Family School	Community, family, school	2/11/2019 9:06 PM
66	resources	food, shelter, abuse prevention	2/11/2019 8:52 PM
67	Programs	Creating a day treatment program for young children.	2/11/2019 8:42 PM
68	Preschool/early tr	Head Start, HBI, Sure there are many I don't know about.	2/11/2019 8:36 PM
69	Community Family Programs resources	I would like to see private industry and employers get involved and facilitate and sponsor parent education programs, perhaps even on lunch hours or breaks. Go to where parents are. Use trusted community resources as the providers of information, particularly when it comes to bridging intercultural communication.	2/11/2019 8:30 PM
70	Community Family School	Family, parent educators, their community, culture specific advocate, schools in their neighbor.	2/11/2019 8:25 PM
71	Family	Support for families, networking. Transportation needs. Assistance with enrollment, immunization requirements.	2/11/2019 8:19 PM
72	Skip	Respondent skipped this question	2/11/2019 8:09 PM
73	Parent Engagement	parenting classes, father engagement, bus transportation.	2/11/2019 8:03 PM

74	Programs	It's important for children to be around other children, and to have access to programming where they can be read to and allowed to explore, where they can be around enriching activities and allowed to grow and learn.	2/11/2019 7:51 PM
75	Programs School	Programming specifically targeted at kinder and offered after school More parent engagement opportunities	2/11/2019 7:44 PM
76	Preschool/early tr Programs	Preschool programs, tutoring programs	2/11/2019 7:28 PM
77	Community Family Programs resources School	Food bank donations and help with transportation. In terms of cash assistance with clothes and shelter, a community clothing closet to assist with new clothes, weather appropriate clothes, etc. Also, more reliable after school programs	2/11/2019 7:16 PM
78	Preschool/early tr Programs resources	Access to Libraries, more story times, educational activities in home and out of home. Affordable daycare that offers educational activities, inclusive in languages and cultures	2/11/2019 6:19 PM
79	Community Family	Faith based Community Family	2/11/2019 2:33 PM
80	Community Family Preschool/early tr	Potentially more preschools options at community centers	2/11/2019 9:57 AM
81	Programs	Funding for programs such as head start	2/10/2019 4:27 PM
82	Family Literacy resources	clothing access, book access, food, rent, transportation and energy assistance. Home visits are helpful for some families. counseling and domestic violence resources, especially counseling for mothers who may experience post partum issues, and parents in recovery.	2/7/2019 11:06 AM
83	Community Family School	Family, community, neighborhood schools, community based organizations	1/29/2019 2:08 PM
84	Community Family School	community based schools --- comprehensive services available at head start to serve parents and family members	1/23/2019 2:41 PM

Q27 What are the barriers to accessing services that help children with kindergarten readiness?

Answered: 87 Skipped: 8

#	RESPONSES	DATE
1	Skipped Na	2/28/2019 1:44 PM
2	Transportation Not enough full-day programs, transportation to get child to preschool, language barriers, parents uninformed	2/22/2019 12:47 PM
3	Language Barriers language and/or cultural barriers, accessibility to low costs/free programs, limited full day programs for working parents.	2/22/2019 11:42 AM
4	Awareness/Comm Parents not knowing what resources are around. Fear of parents seeking for support for various reasons (deportation, judgement, trust issues)	2/19/2019 7:18 PM
5	Transportation lack of affordable child care for children not in the program, busy family schedules, lack of transportation,	2/19/2019 11:47 AM
6	Language Barriers Services far away, long waitlists and cannot get into the services, lack of resources, and language barriers or cultural barriers.	2/18/2019 12:48 PM
7	Transportation Parents are unaware of the resources available to them, Resources not being made available to families, Family Transportation issues, Language and cultural barriers	2/17/2019 8:05 PM
8	Cost Income guidelines	2/14/2019 9:51 PM
9	Transportation Transportation	2/14/2019 9:49 PM
10	Awareness/Comm Lack of communication	2/14/2019 9:48 PM
11	individualized support No one-stop service	2/14/2019 9:47 PM
12	Language Barriers Not having the right materials, or language barrier.	2/14/2019 9:40 PM
13	Transportation transportation and stability	2/14/2019 9:36 PM
14	individualized support one on one with teacher	2/14/2019 9:35 PM
15	Access School schedule makes it really hard on working families. It effects attendance.	2/14/2019 9:34 PM
16	Skipped n/o	2/14/2019 9:32 PM
17	Access People don't have the right resources	2/14/2019 5:21 PM
18	Skipped I don't know	2/14/2019 5:11 PM
19	Awareness/Comm parents awareness that they are the first teacher and how important their role is early in their child's life	2/14/2019 3:59 PM
20	Early transition Pre-K programs for all	2/14/2019 3:27 PM
21	Importance of kind parents not brining them to school	2/14/2019 3:19 PM
22	Early transition The connection between Head Start and kindergarten classes.	2/14/2019 3:05 PM
23	Cost Money.	2/13/2019 5:02 PM
24	Training pushing children to do what they can not developmentally	2/13/2019 3:39 PM
25	Systems Housing insecurity, food insecurity, and lack of affordable childcare care services	2/13/2019 1:31 PM
26	Importance of kind Parents don't take it as an important milestone to build a strong foundation for the rest of child's school life.Lack of interest from parents. Poor school attendance. I believe that kindergarten readiness and its importance need to be also emphasized during well child exams at every single clinic.	2/13/2019 12:23 PM
27	Language Barriers Isolation of families that only see other families of the same background, language, lack of interest and understanding of the importance of school readiness.	2/13/2019 9:53 AM

28	Awareness/Comm Not knowing the services are available, lack of support and resources in getting into programs, not enough slots available for all needy children to attend preschools.	2/13/2019 9:05 AM
29	Transportation Funding for parents for transportation, parents might not understand the language and what's going on with their children.	2/13/2019 8:25 AM
30	Skipped Unsure	2/12/2019 11:46 PM
31	Transportation Income, knowledge of resources/programs, language, transportation	2/12/2019 10:27 PM
32	Cost cost to parents for preschool and distance from home	2/12/2019 8:38 PM
33	Language Barriers Financial ability, language barriers, quality preschool centers	2/12/2019 8:33 PM
34	Transportation - far too limited spots in head start/early head start - lack of child care for socialization opportunities - scarcity of resources/the program they want is full while other programs have vacancies. - perhaps over specializations of early childhood not allowing for enough traditional family support/case management - transportation - stable housing - couch surfing is often not amenable to home visiting (ie, staying at someone's house, your host may not want your home visitor coming over)	2/12/2019 8:25 PM
35	Language Barriers I think a lack of knowledge (around pregnancy, child development, nutrition, parenting skills etc) and lack of financial resources and familial support are critical barriers to the development of healthy children, which later leads to kindergarten readiness. We need to provide more and better services and supports "upstream." I also think its critical for all children to have access to early childhood education, which means we need more programs and we need them in locations that can be easily accessed, AND they need to provide full day care options for working parents.	2/12/2019 8:21 PM
36	Transportation Transportation maybe, parents having access to resources.	2/12/2019 8:16 PM
37	Skipped Respondent skipped this question	2/12/2019 8:11 PM
38	Awareness/Comm Knowledge, money, awareness	2/12/2019 8:09 PM
39	Skipped I don't know.	2/12/2019 8:02 PM
40	Language Barriers Capacity for social workers, historical trauma, systemic racism or inequity, Homelessness or language barriers	2/12/2019 7:55 PM
41	Transportation Not enough Early Childhood programs in the area where I live (rural), and not enough preschool classes that offer transportation for our families without vehicles and/or homes.	2/12/2019 7:51 PM
42	Awareness/Comm lack of information	2/12/2019 7:39 PM
43	Transportation Cost of preschool, transportation.	2/12/2019 7:28 PM
44	Cost Cost.	2/12/2019 7:25 PM
45	Language Barriers Access to preschool and PreK is certainly a barrier, as well as the scope and scale of services that are supporting children and families -- it would be really great to grow existing programs to be accessible to all PreK kids in Portland.	2/12/2019 7:24 PM
46	Access *Money *Location/accessibility *Lack of culturally-specific or culturally-responsive provider options OR lack of outreach/awareness of these services *Safe, stable, affordable housing	2/12/2019 7:18 PM
47	Cost Money.	2/12/2019 7:09 PM
48	Transportation Money, transportation, lack of knowledge of services.	2/12/2019 7:03 PM
49	Access Complete lack of pre-school education or lack of affordable quality pre-school education.	2/12/2019 6:58 PM
50	Cost Families not qualifying as low income but unable to afford preschool on their own.	2/12/2019 6:52 PM
51	Awareness/Comm ELL families, Families with low literacy skills	2/12/2019 6:47 PM
52	Early transition providers connecting with potential clients	2/12/2019 6:40 PM
53	Transportation Parents lack on understanding the importance. Language and cultural barriers. Transportation and childcare for other children.	2/12/2019 6:28 PM
54	Access Not enough resources and families not qualifying but those families cant afford to live in Portland.	2/12/2019 6:26 PM

55	Language Barriers One major barrier would be the income limits for working families who are reaching out to programs that really do help children be developmentally ready for kindergarten.	2/12/2019 6:14 PM
56	Cost Availability, cost, quality services	2/12/2019 5:58 PM
57	Importance of kind not enough educational tools and training for both parents and the child	2/12/2019 5:54 PM
58	Access Access to the quality education for all	2/12/2019 5:47 PM
59	Transportation Funding Transportation Not qualifying for services.	2/12/2019 5:46 PM
60	Access Funds	2/12/2019 5:41 PM
61	Skipped Property	2/12/2019 5:36 PM
62	Transportation Location of services, transportation to services, language and cultural appropriateness of services, not enough information provided to parents about services available.	2/11/2019 9:48 PM
63	Transportation Transportation getting to the Schools, Not enough spaces to enroll more students, not enough culturally specific advocates to promote various programs	2/11/2019 9:43 PM
64	Language Barriers income, dearth of services, lack of knowledge of available services, lack of knowledge of the need (parental self-awareness), parental apathy, cultural barriers	2/11/2019 9:37 PM
65	Early transition reaching families with young child. trust between communities (especially communities of color and other marginalized groups). often people are scared to engage with providers because of fear of unwanted involvement with state agencies (DHS, JJ, ICE)	2/11/2019 9:27 PM
66	Transportation meaningful language access, lack of access to longer term inpatient drug treatment programs that allow children. Supplemental activities that provide transportation. High-quality, affordable childcare. Intensive ESL/ELL classes with childcare and transportation for parents. Lack of affordable housing. The inhumane family court and child protective services system. Lack of options for requiring only supervised visits with unsafe parents. Lack of support for safe parents trying to keep their children safe from abusive parents. Lack of economic and emotional support for safe, single parents. Lack of living wage jobs, lack of just immigration policy, lack of affordable housing. Transportation and childcare.	2/11/2019 9:15 PM
67	Transportation Lack of information, transportation	2/11/2019 9:06 PM
68	Transportation transportation, lack of funds for services (limits amount and length of services)	2/11/2019 8:52 PM
69	Transportation Transportation, parent misconceptions about schools for young children, not knowing the services exist and how to access them	2/11/2019 8:42 PM
70	Transportation Language, cost, access to information, transportation, child support for new moms and moms with other children younger than kindergarten age.	2/11/2019 8:36 PM
71	Language Barriers Language barriers, parents who are stressed and lack time and resources to attend events scheduled in the community. But also lack of understanding. Hold more community events in schools so that parents feel comfortable going to the school and asking questions. Help parents feel like the school is a community resource, not just a place they send their kids.	2/11/2019 8:30 PM
72	Transportation Kids from 3-5 years no opportunity to go to preschool. because of the cost, transportation, available facility in their neighbor.	2/11/2019 8:25 PM
73	Transportation Families are unaware of services. Transportation needs.	2/11/2019 8:19 PM
74	Skipped Respondent skipped this question	2/11/2019 8:09 PM
75	Access accessibility, long waitlists	2/11/2019 8:03 PM
76	Transportation If families are working, its hard to find the time to access services, and the money to pay for children to be involved with various programs. Transportation is also a barrier.	2/11/2019 7:51 PM
77	Access Actually reaching the ones that really need it. Those that did not attend preschool and are harder to access early on.	2/11/2019 7:44 PM
78	Language Barriers I believe poverty is a large barrier. Access to quality preschools and early education services may be limited. Parents may not be able to help their children due to work schedules and life stresses.	2/11/2019 7:28 PM
79	Transportation Getting to school (transportation), families not qualifying for government support and therefore not being able to maintain stable housing, stable, healthy food, etc.	2/11/2019 7:16 PM

80	Transportation	Transportation Parenting Education about children development Access to Pre-K for all	2/11/2019 6:19 PM
81	Transportation	Access to support service Digital divide Transportation Financial resources	2/11/2019 2:33 PM
82	Transportation	Our playgroups definitely help provide the socialization/school readiness opportunities but we are often limited to the number of groups we can provided due to not enough staff to support those groups. Transportation is also a barrier. Many of our families do not drive and transportation is expensive to get to and from out centers.	2/11/2019 9:57 AM
83	Access	Availability of affordable pre-school.	2/10/2019 4:27 PM
84	Transportation	Location, access to transportation, child care for other siblings, hour of operation, availability to do things electronically, parent/ caregiver's mental health, physically accessibility (can i get myself and my two kids and stroller there, or into the building easily?)	2/7/2019 11:06 AM
85	Transportation	Creating an awareness of the benefit for young children to go to preschool, and access to a quality affordable preschool with transportation services.	2/7/2019 10:53 AM
86	Cost	money, space., availability, proximity	1/29/2019 2:08 PM
87	Language Barriers	language, culturally appropriate, navigating complex and confusing systems, distrust, red tape	1/23/2019 2:41 PM

Q28 What gaps have you observed in services designed to help young children be ready for kindergarten?

Answered: 82 Skipped: 13

#	RESPONSES	DATE
1	Skipped Na	2/28/2019 1:44 PM
2	Cultural Responsive Large gaps in culturally specific programming, not enough funds to provide Kindergarten readiness.	2/22/2019 12:47 PM
3	Cultural Responsive not enough programs that are culturally and linguistically specific, not enough programming is friendly for working parents (i.e. many EKT programs require a parent commitment during the work day).	2/22/2019 11:42 AM
4	Access to Prek Lack of any education or school setting before going to school.	2/19/2019 7:18 PM
5	Skipped n/a	2/19/2019 11:47 AM
6	Cultural Responsive Services not available or expensive or not culturally responsive...i.e. afterschool programs, childcare, mentors, or not able to access	2/18/2019 12:48 PM
7	access to resources Attendance, homelessness, parent and teacher relationships, access to educational resources, resources distributed fairly throughout districts, teacher lack of passion to teach student, teachers misunderstanding of their student, lowered expectation.	2/17/2019 8:05 PM
8	Access to Prek They don't have a strong foundation	2/14/2019 9:51 PM
9	Behavioral support over all behavioral support	2/14/2019 9:49 PM
10	Skipped None	2/14/2019 9:48 PM
11	Systems Improvement of the government system	2/14/2019 9:47 PM
12	Skipped Im not quite sure	2/14/2019 9:40 PM
13	our foster daughter is in headstart currently and what we have dealt with is a high turn over rate among the staff. how can we expect the children to be prepared if every month or two its like the first day of school all over again. not only to the children have to learn to trust a new adult (some kids find this harder then others) and the adults have to learn all about each child.	2/14/2019 9:36 PM
14	Access to Prek Lack of racial equity and more pre-k options for kids and families. Reading programs specifically.	2/14/2019 9:34 PM
15	Skipped n/o	2/14/2019 9:32 PM
16	Literacy reading every day to your child	2/14/2019 5:11 PM
17	Systems income leaves with Oregon's housing crises family's make to much for help from our services but yet can afford housing.	2/14/2019 3:59 PM
18	Access to Prek Pre-K not available to all, some due to where you live or income. No the child's fault, but they pay with their future education.	2/14/2019 3:27 PM
19	Skipped none	2/14/2019 3:05 PM
20	Cultural Responsive Cultural	2/13/2019 5:02 PM
21	Parent Comm/engag parent and teacher gaps	2/13/2019 3:39 PM
22	Parent Comm/engag Lack of affordable childcare, housing insecurity, and parents who are too stressed worrying about providing basic needs that they can not focus on their children's school readiness skills and development.	2/13/2019 1:31 PM

23	Systems School district information is not available for parents on time. The information is released after the events have been taking place. Some school districts start kindergarten round ups until April or May. By then is too late for Alabina Head Start family advocates to follow up with families. Summer home visits are taking place and there is no time to assist families to enroll their kids at schools outside PPS. Other school districts limit the information exclusively only to the parents. It's hard for the ones that don't speak English. Applications and round ups information should be available the first week of January for every single school district.	2/13/2019 12:23 PM
24	Impor/kin/read children not attending to school everyday.	2/13/2019 10:11 AM
25	Parent Comm/engag Parents engagement and participation is crucial. Low quality services. The attention is most of the time on numbers not the quality of services, In a time when children spent so much time in front of a screen, we need to offer experiences that build values, sensitivity, creativity, curiosity, respect.	2/13/2019 9:53 AM
26	Access to Prek Not having enough quality programs available or enough slots available to serve the number of children that are in need.	2/13/2019 9:05 AM
27	Training Lack of efficiency and skills to help the children.	2/13/2019 8:25 AM
28	Behavioral support Children with behaviors don't get much support besides the teacher and that makes it hard to get them socialnready for kindergarten.	2/12/2019 11:46 PM
29	Access to Prek Early education programs not all equal. High quality services for low income families not as prevalent	2/12/2019 10:27 PM
30	Skipped Respondent skipped this question	2/12/2019 8:38 PM
31	Impor/kin/read Lack of properly trained teaching staff, awareness of services, financial barriers, lack of community understanding of the value of early childhood education	2/12/2019 8:33 PM
32	access to resources -too few opportunities for pre-school/early head start. - families stressed/focused on meeting basic needs unable to focus on development - given the scarcity of resources, I feel the income eligibility for families/children served by PCL should be lowered to 100/150% of FPL. Yes, families at 185% need support, but those below, I feel, need it more as the gap continues to grow. - limited child development offerings for families in shelter/transitioning out of shelter	2/12/2019 8:25 PM
33	Parent Comm/engag Services offered don't work for working parents. Services have limited capacity. Community awareness of services is limited.	2/12/2019 8:21 PM
34	Skipped I can't say, I don't work in that field.	2/12/2019 8:16 PM
35	Skipped Respondent skipped this question	2/12/2019 8:11 PM
36	Skipped Respondent skipped this question	2/12/2019 8:09 PM
37	Social Emotional Emotional needs - counseling and social work for families.	2/12/2019 8:02 PM
38	Cultural Responsive No follow up or follow through, one time support, frequent moves due to housing, not being cultural specific, not fitting with famiiles needs at that time	2/12/2019 7:55 PM
39	Behavioral support Need stronger transition plans for children who might have significant behavioral needs, ensuring that there are transition meetings for children who have Behavior Support Plans while in preschool.	2/12/2019 7:51 PM
40	Behavioral support no behavioral support	2/12/2019 7:39 PM
41	Skipped Respondent skipped this question	2/12/2019 7:28 PM
42	Social Emotional Lack of social skill building.	2/12/2019 7:25 PM
43	Access to Prek Access to preschool/PreK	2/12/2019 7:24 PM
44	Systems Stronger nets to catch the hardest to reach families (like criminal justice system involved families and families impacted by homelessness or undocumented status)	2/12/2019 7:18 PM
45	Not enough outreach to promote services, population does not know about services	2/12/2019 7:03 PM
46	Skipped Respondent skipped this question	2/12/2019 6:58 PM
47	Skipped Respondent skipped this question	2/12/2019 6:52 PM
48	Access to Prek opportunities for preschool like experiences	2/12/2019 6:47 PM

49	Systems stability in food and housing	2/12/2019 6:40 PM
50	Behavioral support services for children with behavior concerns. So many children have behavior issues that it feels like only the children at the top of the "red flags" get attention and the ones that have other behaviors don't get the intervention services. Why do children have to be in crisis to rise to the level of getting services. I wish children on the other "tiers" could have services so that they will be more successful in kindergarten and prevent further escalation of issues..	2/12/2019 6:28 PM
51	Access to Prek Families income is that create barriers for children to enroll in programs that are affordable and obtainable	2/12/2019 6:26 PM
52	Training The expectation of Kindergarten children and younger is not developmentally appropriate which is leading to more children being flagged as and referred to special education services when in reality they are not developmentally ready for those high expectations.	2/12/2019 5:58 PM
53	motivation to work on supporting the over all child development	2/12/2019 5:54 PM
54	Parent Comm/engag Lack on parent education and open communication with schools	2/12/2019 5:47 PM
55	Cultural Responsive Accessibility Opportunity Cultural and language sensitivity / respect./ barriers. Not seeing leaders that represent your community. Health services. Early Intervention evaluation process is too long. Why cant they have teams located in the community.	2/12/2019 5:46 PM
56	Parent Comm/engag The gap between school and parent involvement	2/12/2019 5:41 PM
57	Routines	2/12/2019 5:36 PM
58	Access to Prek I work at a K-8 and we are not funded to provided EKT (early kindergarten transition) for students who will attend our school. Many other surrounding schools do provide EKT, but my school does not. This leads to our low-income, historically underserved students being underprepared for school, especially since there are no Head Start locations near our school.	2/11/2019 9:48 PM
59	Access to Prek More families interested in engaging their children in programs that will help their child get ready for Kinder. More schools being willing to offer summer programs to help.	2/11/2019 9:43 PM
60	Systems Inconsistent funding, inconsistent service availability, over-full client portfolios, gaps in service areas, waiting lists for programs, mental health component, commitment to having these services remain a cornerstone of public engagement.	2/11/2019 9:37 PM
61	Systems parent awareness of how to navigate the school system and all the various services offered through SUN and other providers.	2/11/2019 9:27 PM
62	Access to Prek transportation and childcare. Union representation for service providers at non-profits and early childhood employers. Eligibility requirements.	2/11/2019 9:15 PM
63	Systems There is a lack for immigrant families-there needs to be more information provided for how to navigate the school system	2/11/2019 9:06 PM
64	Access to Prek lack of funds for services (limits amount and length of services)	2/11/2019 8:52 PM
65	child/disabilities Children who are not successful in a therapeutic classroom have no place to attend school until kindergarten because there are no day treatment programs for young children.	2/11/2019 8:42 PM
66	Early Literacy Personally, My neighborhood school was focused on teaching English as a second language to children of diverse backgrounds in kindergarten and mine was a English as first language speaker. The lottery system then was "all or nothing" if student didnt get into their top choice, they had to go to neighborhood school, and favorite programs were full because of sibling preference rules. Generally, I really like early reading programs that encourage bilingual or multilingual reading with children at home in any language!	2/11/2019 8:36 PM
67	access to resources Resources for children with disabilities or potential learning challenges are severely lacking. As a parent of a child with learning and behavioral challenges, I knew my child was not going to be successful in kindergarten. And he wasn't. But there were scant resources to truly help him, even though I was connected with everything there was. And I have since talked to many parents in the same position. Many of our kids won't even be successful in pre-school, so as parents we make financial sacrifices to keep them at home or in some in home child care until kindergarten starts, because we can't find a pre-school that will work for our children. But that only makes the problem worse, because then they have no group learning experiences prior to kindergarten.	2/11/2019 8:30 PM

68	Parent Comm/engag Parent not let their kids to go to play group, play with others, not let kids to go library, or visit places for kids. TV, ipad, youtube limit their social skill and other kids' skill. Parent educator needs to inform parents about the benefit and advance for kids to go outside to play and take them to place that for kids to interact together, let kids to visit museums, zoo, and parks.	2/11/2019 8:25 PM
69	Families are not aware of services.	2/11/2019 8:19 PM
70	Skipped Respondent skipped this question	2/11/2019 8:09 PM
71	Skipped (question skipped)	2/11/2019 8:03 PM
72	Skipped (no answer)	2/11/2019 7:51 PM
73	Parent Comm/engag Those that really need the services arrive after the services have been offered. Typically not even aware that they were available or parents are too challenged by day to day life to even try to make it a priority.	2/11/2019 7:44 PM
74	Skipped I don't know.	2/11/2019 7:28 PM
75	Systems Lack of consistency with government help, lack of understanding with teachers/school professionals	2/11/2019 7:16 PM
76	Parent Comm/engag Parents are confused about the services designed to help young children be ready for kindergarten. Children who qualify for Head Start, per example, are sent back home saying that they don't. What are the qualifications? What programs are for getting ready for kindergarten? Where? How to access?	2/11/2019 6:19 PM
77	Parent Comm/engag Our program does the best we can to help parents support their children in learning the basics that are needed. We often do not have the funds we need to provide exposure to different types of activities. Getting information in different languages (either in the language or translated into the language) to parents about what is needed for their children is always difficult.	2/11/2019 9:57 AM
78	child/disabilities Children having access to health services such as speech therapy and occupational therapy at school	2/10/2019 4:27 PM
79	Social Emotional toileting, social emotional and clothing skills tend to be lacking	2/7/2019 11:06 AM
80	Access to Prek Affordable quality preschool for all families in their own community.	2/7/2019 10:53 AM
81	Parent Comm/engag Parent training and support Focus on early literacy for preK and Kindergarten	1/29/2019 2:08 PM
82	Skipped above	1/23/2019 2:41 PM

Q29 What are the top 3 critical components of a safe and constructive afterschool program and why?

Answered: 83 Skipped: 12

#	RESPONSES	DATE
1	Skipped Na	2/28/2019 1:44 PM
2	Low Ratios Low Staff to student ratio, well-trained staff, staff who speak the languages of the students	2/22/2019 12:51 PM
3	Culturally Responsive Engaging curriculum Social emotional supports Sense of physical and emotional safety/sense of belonging Staff who understand the culture and speak the language of the youth served engaging, interactive activities that incorporate youth voice and experiences	2/22/2019 11:50 AM
4	Food Food Positive adults and experienced Positive enviroment	2/19/2019 7:24 PM
5	Culturally Responsive youth feel a sense of belonging, educators are bilingual/bi cultural/representative of youth served, positive adult role models	2/19/2019 11:50 AM
6	Engaging curriculum Low Ratios Adequate trained staff, staff to child ratio appropriate, structured activities, and engaged in child and their family.	2/18/2019 12:53 PM
7	Food Food, proper supervision and some type of meaningful focused activity.	2/17/2019 8:24 PM
8	High Qual, Trained Staff Educators, activities and buildings because without these components there is no program	2/14/2019 9:51 PM
9	Academic Support controlled and scheduled activities for all school ages Behavioral support Home work support	2/14/2019 9:49 PM
10	Food Safety Food Safe haven	2/14/2019 9:48 PM
11	Social emotional supports Children's happiness and exercise are the key to making children grow up healthily.	2/14/2019 9:47 PM
12	Safety Personal capacity is needed, the enviroment should be safe, and that these services are given to the children who actually need it.	2/14/2019 9:40 PM
13	Enrichment help young people develop strong, positive relationships with adults. Provide enriching, creative activities they can participate in. Give youth opportunities to develop leadership and decision-making skills	2/14/2019 9:36 PM
14	Social emotional supports 1.one on one with kids 2.safety zoning 3.social development activities	2/14/2019 9:35 PM
15	Caring adults Culturally Responsive Food Structure, caring and racially conscious adults committed to building authentic relationships, and access to food.	2/14/2019 9:34 PM
16	Skipped n/o	2/14/2019 9:32 PM
17	Safety locked doors staff all are background checked	2/14/2019 5:13 PM
18	Engaging curriculum affordability Hours open engaging curriculum that kids want to participate in	2/14/2019 4:03 PM
19	Food Safety Safe Experiences Staff Food	2/14/2019 3:28 PM
20	Culturally Responsive Social emotional supports Socialization, tolerance, cultural awareness. It's absolutely necessary for all areas of life.	2/13/2019 5:06 PM
21	Engaging curriculum Social emotional supports age developmental activities social emotional expectations parent engagement	2/13/2019 3:42 PM
22	Academic Support Safety Social emotional supports A safe location that can be a refuge from instability at home or school Mental health and emotional supports for children going through stressful times or crises Academic focus so that children can strengthen their academic skills	2/13/2019 1:37 PM

23	consistency High Qual, Trained Staff Experienced staff - Will identify kids needs and act accordingly. Structured routine - provides consistency and a healthy sense of expectation Hands on curriculum - Activities oriented to child's age and interest. Include designated times and groups for homework.	2/13/2019 12:30 PM
24	Academic Support I am not familiar with this programs, but I will say: offer physical activity that relax and offer challenges including yoga, dance Offer time to be creative Academic support	2/13/2019 10:13 AM
25	Caring adults High Qual, Trained Staff Safety 1. Having qualified and safe staff to serve the children. 2. Having quality programs available to care for and teach children whose parents are working & unable to be there for their children when they get out of school. 3. Having enough resources to fund a quality program for children and to have enough staff to ensure safety and quality teaching.	2/13/2019 9:13 AM
26	High Qual, Trained Staff Use of time, kids have a well balanced time to have set aside to improve skills. Quality staff who are equipped to handle emergency.	2/13/2019 8:35 AM
27	Engaging curriculum Fun, engaging, sign out system.	2/12/2019 11:48 PM
28	Engaging curriculum Food 1. Food-children need nourishment to get through the end of day 2. Trained staff-staff that understand child development and are able to build trusting/safe spaces for children 3. Programming-programming needs to be fun and interesting to keep children engaged	2/12/2019 10:35 PM
29	Engaging curriculum High Qual, Trained Staff Transportation quality instructors, interesting topics that engage the children, easy access for children to stay after (e.g. bus transportation after the afterschool period)	2/12/2019 8:39 PM
30	Caring adults Low Ratios Appropriate staff to student ratios, properly trianed staff, caring compassionate adults	2/12/2019 8:33 PM
31	Academic Support - consistency/predictability in staff/routine - approachable staff - some to basic needs and academics	2/12/2019 8:26 PM
32	Culturally Responsive 1) Well trained staff who serve as positive role models 2) Youth Development focused curriculum 3) Culturally responsive programming 4) Parent involvement	2/12/2019 8:22 PM
33	Academic Support Respect, Tutoring that promotes learning and supervision.	2/12/2019 8:17 PM
34	Skipped Respondent skipped this question	2/12/2019 8:12 PM
35	Skipped Respondent skipped this question	2/12/2019 8:09 PM
36	Engaging curriculum Safety Social emotional supports 1. meaningful engagement opportunities (power, choice and voice given to youth) 2. safe, emotionally mature staff to build relationships with youth. 3. consistency	2/12/2019 8:03 PM
37	Food Food, Structure/Impact, Advocacy	2/12/2019 7:56 PM
38	Skipped N/A	2/12/2019 7:52 PM
39	Engaging curriculum Safety Transportation 1.transportation need a safe way to get there 2.enough trained staff not enough trained staff can lead to problems in the 3.funding enough supply to keep kids busy and engaged	2/12/2019 7:42 PM
40	Low Ratios Children around the same age, low ratios.	2/12/2019 7:30 PM
41	Engaging curriculum Low Ratios Safety Social emotional supports 1) Qualified staff and instructors (and a safe staff-student ratio) who demonstrate acceptance and inclusivity. 2) Students are engaged and are given a supportive environment to express themselves and learn new things. 3) Students are physically and emotionally safe.	2/12/2019 7:29 PM
42	Academic Support Engaging curriculum Meaningful activities that are engaging to students (kids need to play, interact with others, etc.) - Enough adult supervision - Opportunities for academic support	2/12/2019 7:24 PM
43	Culturally Responsive Safety *Trauma-informed and culturally-responsive program designs and approaches *Adequately staffed programs to meet children's needs in a trauma-informed and culturally-responsive way *Programs that are not discipline-focused/shaming, which provide all kids with a loving, safe space to thrive and grow	2/12/2019 7:19 PM
44	Culturally Responsive 1. Secured location 2. Culturally competent staff 3. Empathy	2/12/2019 7:07 PM

45	Caring adults Enrichment Transportation	A mentorship aspect where students can form healthy and supportive relationships with a caring, consistent adult. Activities that are enriching and empowering. Accessibility for parents- including cost of the program, snack or dinner that is provided, and transportation home.	2/12/2019 6:58 PM
46	Social emotional supports	Trauma informed staff, consistent schedule and loving attention to all the children.	2/12/2019 6:52 PM
47	High Qual, Trained Staff	Skilled staff Access to resources flexibility and open communication with schools and families	2/12/2019 6:48 PM
48	Caring adults	relationship, connection with the school component, safety	2/12/2019 6:41 PM
49	High Qual, Trained Staff Social emotional supports	social emotional needs addressed Group size and staff with education specific to the age High quality activities for children	2/12/2019 6:32 PM
50	High Qual, Trained Staff	Programs available, affordability and staffing	2/12/2019 6:30 PM
51	High Qual, Trained Staff Low Ratios	Quality leaders, developmentally appropriate, individualized	2/12/2019 6:00 PM
52	Social emotional supports	success is when a child feels content to discover their own world and accomplish new things.	2/12/2019 5:58 PM
53	High Qual, Trained Staff	Nutrition, safety and quality staff	2/12/2019 5:51 PM
54	Culturally Responsive High Qual, Trained Staff	Safety Quality Developmentally & Culturally Appropriate	2/12/2019 5:50 PM
55	High Qual, Trained Staff	Environment, teachers and time	2/12/2019 5:43 PM
56	Skipped	Not sure not familiar with	2/12/2019 5:37 PM
57	Caring adults	1. Caring and supportive adults who want to work with students. 2. Partnerships with organizations that provide programming that would otherwise be unavailable or too expensive. 3. Strong, positive relationships with school-day staff and administration.	2/11/2019 9:50 PM
58	Caring adults	Adequate Staff Building space Caring Adults	2/11/2019 9:43 PM
59	Culturally Responsive Engaging curriculum	Mentoring Cultural awareness/specificity Parental engagement	2/11/2019 9:37 PM
60	Engaging curriculum	trust between youth and staff. youth centered programming (youth voice, youth adult partnership, youth leadership, supportive...). fun (engaging, creative, hands on, moving around)	2/11/2019 9:28 PM
61	Engaging curriculum Low Ratios Social emotional supports	small student:staff ratio ensuring attentive/responsive mentorship. recreational opportunities. social-emotional supports parent engagement.	2/11/2019 9:16 PM
62	Social emotional supports	Social and emotional skill building, age appropriate, and evidence based concepts	2/11/2019 9:06 PM
63	High Qual, Trained Staff Transportation	-trauma informed workers -flexibility -transportation	2/11/2019 8:53 PM
64	Enrichment Social emotional supports	1) Physical and emotional safety 2) Positive relationships between staff and children 3) Enriching, fun activities for children	2/11/2019 8:43 PM
65	High Qual, Trained Staff	Qualified, dedicated staff who love what they do; consistent, reliable programming that kids enjoy and look forward to attending; school/hosting organization and parent support!!!	2/11/2019 8:37 PM
66	Culturally Responsive	1. Strong communication and collaboration between building admins, facilities, and the provider to ensure the safety of the children. 2. Program design based on best practice and the evidence base available on how children learn and develop. 3. Flexible scheduling based on kids' needs and culturally responsive practices.	2/11/2019 8:30 PM
67	Communication	1. Team work 2. Communication 3. Music	2/11/2019 8:25 PM
68	Food	Food, learning and social/emotional curriculum.	2/11/2019 8:19 PM
69	Food	A meal is one. Not sure what the others would be.	2/11/2019 8:13 PM
70	Culturally Responsive High Qual, Trained Staff	diversity is celebrated, families are engaged, quality providers.	2/11/2019 8:04 PM

71	Food Safety Social emotional supports	1.Basic needs are met-children have access to enough food & water. 2. Adequate staffing-Children feel emotionally safe and supported by adults and their peers, and there are enough folks hired/volunteering to help run programming 3. Flexibility: programming is created and developed with the input of youth, and facilitators are flexible enough to change programming based on youth needs	2/11/2019 7:52 PM
72	Caring adults Safety	Caring, knowledgeable adults Safe facility A program that helps children flourish	2/11/2019 7:44 PM
73	Academic Support Social emotional supports	Adequate support, competent workers, and academically or socially educational activities.	2/11/2019 7:29 PM
74	Social emotional supports	Inclusive, respect, supportive environment.	2/11/2019 7:17 PM
75	High Qual, Trained Staff	Affordable afterschool program, limited vacancies Nutritious snacks/food for children Trained/certified staff with psychological evaluation done.	2/11/2019 6:20 PM
76	Caring adults Culturally Responsive	Caring adults Accessible Structured Fun Services the whole family Culturally specific	2/11/2019 2:33 PM
77	Communication	strong communication, community agreements with participants and staff including respect for others, administrative support for program changes where appropriate	2/10/2019 4:37 PM
78	Safety Transportation	Safety, transportation, and security.	2/10/2019 4:28 PM
79	High Qual, Trained Staff	Quality staff, consistency, flexibility.	2/7/2019 2:43 PM
80	Caring adults Engaging curriculum High Qual, Trained Staff	ENOUGH SUPERVISION!!!!!! (and the ability to pay those employees a living wage) Having caring, responsible adults who can be there to provide supervision and support are so critical, without enough eyes some children tend to roam or wander, playground accidents happen and sometimes one child's behaviors can disrupt a whole class or cause safety concerns. During home work time there are not enough adults to split off into smaller groups which can lead to loud and distracting study environments and not enough one on one help for students who need assistance. This can also lead to emotional and career burnout for the employees who must make up for these low numbers and survive on low wages. Quality program offerings, if the activities aren't engaging the students don't tend to allow for a productive/ constructive program, and behavior issues arise. Supplies to fulfill the programs- basic supplies and activity specific supplies are often very expensive to continuously supply, replace and procure, but are necessary for the success of the program and the administrative procedures around programming.	2/7/2019 11:28 AM
81	Culturally Responsive Social emotional supports	Staff that reflects the community Staff that are ready to support youth socially and emotionally Staff that are culturally responsive	2/7/2019 10:58 AM
82	Culturally Responsive Engaging curriculum	Culturally specific Research based Engages with community	1/29/2019 2:10 PM
83	Culturally Responsive	family centered, culturally responsive, skilled counselors/educators	1/23/2019 2:42 PM

Q30 What are the 3 most important services of an afterschool program that promotes academic achievement and why?

Answered: 83 Skipped: 12

#	RESPONSES	DATE
1	Skipped Na	2/28/2019 1:44 PM
2	Food High Qual Trained Staf Healthy snacks, well-trained staff, staff who are representative of the students. This is important so that the students trust the staff and are engaged in the program.	2/22/2019 12:51 PM
3	Academic Support Literacy Social Emotional STEM activities that interweave social and emotional learning with academic content that will interest and engage youth Tutoring, especially at the HS level Activities that promote math and literacy skills	2/22/2019 11:50 AM
4	Academic Support Academic support Food/basic need resources for caregivers Mental health services for families	2/19/2019 7:24 PM
5	Academic Support Communication Literacy 1x1 tutoring support, communication with school/program/parents, focus on literacy and lessening the achievement gap	2/19/2019 11:50 AM
6	Academic Support Homework support, skills building, self-esteem building and have a connection to the school to know where the child is at academically to support after school.	2/18/2019 12:53 PM
7	Academic Support Mentoring I would say, Good mentorship, effective tutoring and Community Partnerships because I believe these type of services provide consistency, enrichment, predictability, a safe place and fun.	2/17/2019 8:24 PM
8	Engaging Activities Educators activities and buildings because they so that we care.	2/14/2019 9:51 PM
9	Engaging Activities controlled and scheduled activities for all school ages Behavioral support Home work support	2/14/2019 9:49 PM
10	family engage/part Interactive game with family	2/14/2019 9:47 PM
11	Academic Support Sports involved, tutors that are capable to help because it can help them distress of home issues.	2/14/2019 9:40 PM
12	Mentoring Appropriate mentors, stability in the programs so that children feel safe. family involvement so that the learning continues at home.	2/14/2019 9:36 PM
13	Access to resources 1.better supplies	2/14/2019 9:35 PM
14	family engage/part High rigor and high expectations, great partnerships with school and the families and access to educational resources.	2/14/2019 9:34 PM
15	Skipped n/o	2/14/2019 9:32 PM
16	Literacy science STEM math reading science	2/14/2019 5:13 PM
17	Parent Engagement Social Emotional reading, social interaction with peers parent involment	2/14/2019 4:03 PM
18	Academic Support Parent Engagement Homework assistance because their parents are not helping and often do know how or have the language to help.	2/14/2019 3:28 PM
19	Literacy reading	2/14/2019 3:20 PM
20	Culturally Responsive Opportunity, education in multiple areas, cultural sensitivity. Self-explanatory.	2/13/2019 5:06 PM
21	Communication consistency	2/13/2019 3:42 PM
22	Academic Support Social Emotional A safe location that can be a refuge from instability at home or school Mental health and emotional supports for children going through stressful times or crises Academic focus so that children can strengthen their academic skills	2/13/2019 1:37 PM

23	Academic Support Enhance organization skills Help kids to identify how to prioritize their work Time administration and task execution These skills will enhance learning experience in the classroom and will structure healthy school habits that will last for a life time.	2/13/2019 12:30 PM
24	High Qual Trained Staf Literacy science STEM High quality story time, including reading, singing, acting, creating stories, creative writing. Children will learn to express themselves and love reading and writing. Same approach for Math time and science time. Integrate the 3 areas will be the best approach.	2/13/2019 10:13 AM
25	Academic Support Parent Engagement Social Emotional 1. Providing a safe place for the children until parents get off work. 2. Having tutors and mentors to help children with their homework and learning. 3. Providing healthy activities, learning opportunities and social interaction.	2/13/2019 9:13 AM
26	Low Rat/Ind Sup Making learning fun, so children are interested, leadership and role models, children that have been there show younger one their success.	2/13/2019 8:35 AM
27	Engaging Activities Fun, engaged, activities children enjoy and might not get to do other places.	2/12/2019 11:48 PM
28	Academic Support Literacy 1. Tutoring/homework help-having children be able to complete their assignments during after school programming allows families more time for bonding and relaxation in the home. 2. Literacy- sharing books and promoting reading are very important to academic success. Children may not have ready access to many books in their homes. 3. Engaging programming- offering different types of activities with a focus on STEM	2/12/2019 10:35 PM
29	High Qual Trained Staf quality instructors, topics of interest to the children so that they learn that learning can be fun and career exposure so they know why learning is important	2/12/2019 8:39 PM
30	High Qual Trained Staf Properly trained staff, time management skills, understanding of child development	2/12/2019 8:33 PM
31	Engaging Activities - positive association with school - opportunities for peer to peer contact outside of class (with other kids) - staff who make educational components fun/accessible	2/12/2019 8:26 PM
32	Low Rat/Ind Sup 1) Individualized support 2) Ability to identify learning disabilities and other barriers to learning 3) Utilization of evidenced based practices	2/12/2019 8:22 PM
33	Academic Support Mentoring supper/food, mentoring, and tutoring.	2/12/2019 8:17 PM
34	Skipped Respondent skipped this question	2/12/2019 8:12 PM
35	Skipped Respondent skipped this question	2/12/2019 8:09 PM
36	Academic Support Low Rat/Ind Sup 1. supportive learning opportunities (i.e. tutoring, small group work, homework help) 2. chess group! 3. reading	2/12/2019 8:03 PM
37	Mentoring Homework help/tutoring, Advocate or mentorship, Supplies(computers) or access to IXL	2/12/2019 7:56 PM
38	Skipped N/A	2/12/2019 7:52 PM
39	High Qual Trained Staf 1fundung 2 trained staff	2/12/2019 7:42 PM
40	Academic Support Promoting fun ways to approach homework.	2/12/2019 7:30 PM
41	Low Rat/Ind Sup 1) Students receive individual attention and support 2) A comfortable learning environment 3) Qualified, passionate instructors and administrative staff	2/12/2019 7:29 PM
42	Academic Support Literacy Low Rat/Ind Sup - One-on-one or small group support - Opportunities for academic enrichment that are both meaningful and enjoyable - A focus on literacy, particularly for young kids, because reading proficiency is the gateway to academic achievement	2/12/2019 7:24 PM
43	Culturally Responsive *Mentors that share some lived experience with the kids they serve *Small enough staff to student ratios to be responsive to individualized needs *Oversight/accountability of programs and schools to make sure that the trauma-informed, culturally-responsive, and strengths-based approaches are being honored	2/12/2019 7:19 PM
44	Mentoring Three most important services are food, youth mentors and games. Children can't learn hungry and they need people that they identify with so that learning is easier. It also should be something fun so that it feels like an after school program instead of school.	2/12/2019 7:16 PM
45	science STEM 1.Writing and language 2. Math 3. Sciences	2/12/2019 7:07 PM

46	Engaging Activities	Student empowerment, new ways of making learning fun, self determined studies into areas of personal interest.	2/12/2019 6:58 PM
47	Skipped	Respondent skipped this question	2/12/2019 6:52 PM
48	Skipped	Respondent skipped this question	2/12/2019 6:48 PM
49	Relationships	connection with school component, relationship, knowledgeable and skilled staff	2/12/2019 6:41 PM
50	Food High Qual Trained Staf Social Emotional	A snack- children learn best when their tummies are full Social emotional needs address Well educated and trained staff	2/12/2019 6:32 PM
51	Engaging Activities	Program schedules, program activities and hours of operation	2/12/2019 6:30 PM
52	Parent Engagement	Provides assistance that parents would love to give their children but unfortunately due to work they are unable to.	2/12/2019 6:00 PM
53	Engaging Activities	many different avenues to discover. Building a path that helps in all learning and development	2/12/2019 5:58 PM
54	Communication Parent Engagement	Qualify staff, communication with teachers and parents is the only way that w can help our children	2/12/2019 5:51 PM
55	Engaging Activities	Balance - Children need to play and also be creative. Cost - Usually too expensive. Challenging and Hands on oriented. Take children out of their environment and take them to have opportunities. Open up a world of possibilities.	2/12/2019 5:50 PM
56	Academic Support	Reading time, homework, elective	2/12/2019 5:43 PM
57	Academic Support Low Rat/Ind Sup	1. Presenting academic information in a fun and engaging way. 2. One-on-one support for students if needed. 3. Extended learning for students that might need extra support with material that is presented during the school day.	2/11/2019 9:50 PM
58	Academic Support	Mentorship Enrichment Academic support	2/11/2019 9:43 PM
59	Culturally Responsive Mentoring Parent Engagement	Mentoring Cultural awareness/specificity Parental engagement	2/11/2019 9:37 PM
60	Academic Support Social Emotional	mindset - we can provide tutors, but if youth do not believe they are smart and capable, what good are those tutors? Social emotional learning - similar to above. SEL is linked to academic success and schools often do not focus on that. we do not need after school to become a second school or longer school day, but we need to supplement learning with SEL. youth/self advocacy - as youth age they need to learn to navigate complicated systems of support and make informed decisions and advocate for their needs.	2/11/2019 9:28 PM
61	Low Rat/Ind Sup Mentoring	small student:staff ratio ensuring attentive/responsive mentorship. make learning fun goal setting and information about future opportunities	2/11/2019 9:16 PM
62	Academic Support	homework help, physical activity, food	2/11/2019 9:06 PM
63	Academic Support	-tutoring -Mental Health -Transportation	2/11/2019 8:53 PM
64	Relationships Social Emotional	1) Physical and emotional safety 2) Positive relationships between staff and children 3) Homework help tailored to each child used with specific praise when children make progress.	2/11/2019 8:43 PM
65	Academic Support Low Rat/Ind Sup	Individual attention to students, i.e. 1:1 tutoring or small group tutoring, tailored programs/ meet each student where they are; Encouragement and doable tasks.	2/11/2019 8:37 PM
66	Academic Support science Social Emotional STEM	1. Enrichment offerings connected to school curriculum, and/or supplementing what the school cannot offer. For example, if the school does not offer much hands-on science, then provide that after school. 2. Qualified tutors available to support student homework time. 3. Offering that help children develop the social emotional skills needed to be successful in academics.	2/11/2019 8:30 PM
67	Literacy STEM	1. Math 2. Reading 3. Writing, presentation.	2/11/2019 8:25 PM
68	Academic Support Mentoring	Homework assistance, tutoring, mentoring	2/11/2019 8:19 PM
69	Skipped	Respondent skipped this question	2/11/2019 8:13 PM
70	Skipped	(question skipped)	2/11/2019 8:04 PM
71	Literacy	-reading & writing programs -music programming -computer/coding/typing programming	2/11/2019 7:52 PM

72	Communication Parent Engagement	Communication with day teachers Parental support Money to hire qualified instructors	2/11/2019 7:44 PM
73	Academic Support	Tutoring	2/11/2019 7:29 PM
74	Engaging Activities	All inclusive, engaging, creative.	2/11/2019 7:17 PM
75	Social Emotional	Educational activities based on games/have fun/relaxation. Nutritious food. Regulation of emotions/ promote emotional intelligence.	2/11/2019 6:20 PM
76	Academic Support	Tutorial support Mentorship Educational options Exposure opportunities	2/11/2019 2:33 PM
77	Mentoring	safe risk taking, collaboration, mentoring/facilitation	2/10/2019 4:37 PM
78	Low Rat/Ind Sup	Better student-teacher ratios, fun learning	2/10/2019 4:28 PM
79	Engaging Activities	Enrichment - to keep students engaged and having fun after a long day Providing a safe space - this may be the safest, most conducive environment for some students Meals - providing basic needs	2/7/2019 2:43 PM
80	Culturally Responsive High Qual Trained Staf Literacy	Food service, so many children suffer from food scarcity that having a meal available to them afterschool is vital, it also prepares them to continue learning for the extended day. Quality programming that engages the minds and curiosity of the students, especially when those programs fill the school day gaps or support school day learning. This provides a more rounded experience for students and relieves some of the burden put on school day teachers, which can ultimately lead to a better quality experience during the day as well. Relevant technology based classes and homework support, not all of our PPS schools have great student access to technology that is relevant, many students have no idea how to type or if they are technology based they are only able to use touch screens or text speak. Technological literacy and competency is a huge deal as we continue to grow this way as a culture.	2/7/2019 11:28 AM
81	Culturally Responsive Social Emotional	Hunger relief, social emotional support, and access to community resources that are culturally responsive.	2/7/2019 10:58 AM
82	Low Rat/Ind Sup Researched/Ev	Research based curriculum 1-on-1 support caring adults	1/29/2019 2:10 PM
83	Low Rat/Ind Sup	social/emotional development family support one on one individualized support	1/23/2019 2:42 PM

Q31 What barriers exist in providing after-school programming that is safe, constructive, and promote academic achievement for all youth?

Answered: 81 Skipped: 14

#	RESPONSES	DATE
1	Skip Na	2/28/2019 1:44 PM
2	Comm/schol part Transportation Not enough slots for students, the need is greater than the availability of slots. Lack of transportation after school to home.	2/22/2019 12:51 PM
3	Comm/schol part Staff student ratio sometimes the school environment itself does not feel like an especially safe space for all youth. So, it can be hard to overcome that when you are operating programming out of a school.	2/22/2019 11:50 AM
4	Training -Inexperienced adults working with at risk populations -settings too unorganized	2/19/2019 7:24 PM
5	Comm/schol part Training lack of volunteer support, challenges engaging/captivating middle and high school youth, students not feeling safe/connected at school	2/19/2019 11:50 AM
6	Transportation Not enough staff, lack of training on trauma and how to nurture the kids, lack of academic support, and transportation to get kids home or to the program.	2/18/2019 12:53 PM
7	Staff student ratio Lack of supervision, behaviors and unorganized programs with no structure, violation of student and teacher relationship due to sexual, physical or verbal misconduct.	2/17/2019 8:24 PM
8	Access Parents make too much money	2/14/2019 9:51 PM
9	Funding Transportation Transportation Funding	2/14/2019 9:49 PM
10	Off-campus security system	2/14/2019 9:47 PM
11	Access There are services but not as many services available. Not having a good time to start these classes or having these classes innerfere other classes.	2/14/2019 9:40 PM
12	Funding funding of money	2/14/2019 9:35 PM
13	Systemic Barriers Lack of resources, lack of family engagement and poverty. Many kids can't stay after because they need to go home and help with the family.	2/14/2019 9:34 PM
14	Skip n/o	2/14/2019 9:32 PM
15	Skip none	2/14/2019 5:13 PM
16	Training quality/knowable staff who want to work with children	2/14/2019 4:03 PM
17	Funding Funding Staff	2/14/2019 3:28 PM
18	Systemic Barriers Gentrification, money, awareness.	2/13/2019 5:06 PM
19	Funding lack of funds, lack of patient people, lack of highly educated staff to interact with children	2/13/2019 3:42 PM
20	Funding Staff who are not trained to deal with trauma responses experienced by children Not having enough staff to provide one on one attention to children or to keep the environment safe Not having enough funding	2/13/2019 1:37 PM
21	Training Staff is not experienced enough Kids don't have a consistent daily routine Lack of a curriculum Lack of homework time Lack of genuine connection with parents and children Lack of appropriate involvement to solve simple conflicts among youth.	2/13/2019 12:30 PM
22	Engaging Services should be innovative. The inclusion of music, theater, painting will add a new layer that offer children ways to express, feel, connect with others	2/13/2019 10:13 AM
23	Funding Not having enough funding, not having the locations, not having quality staff.	2/13/2019 9:13 AM
24	Funding Low Wages Space for prog Funding, qualified staff, safe space where every can be.	2/13/2019 8:35 AM
25	Funding Funding.	2/12/2019 10:35 PM

26	Comm/schol part Funding Low Wages Space for prog Transportation schools not permitting or charging for space after school, no transportation for students to get home if they participate in after school, addl' funding for low income schools, schools not providing access to advertise the opportunities	2/12/2019 8:39 PM
27	Low Wages Financial barriers including low pay for staff, lack of understanding of how children learn	2/12/2019 8:33 PM
28	Comm/schol part Training - positive association with school - opportunities for peer to peer contact outside of class (with other kids) - staff who make educational components fun/accessible	2/12/2019 8:26 PM
29	Low Wages Training Access (cost, location, limited hours) Hiring and keeping trained staff; much of this has to do with competitive wages, along with work culture.	2/12/2019 8:22 PM
30	Funding Lack of money or monkeying being pumped into it.	2/12/2019 8:17 PM
31	Skip Respondent skipped this question	2/12/2019 8:12 PM
32	Skip Respondent skipped this question	2/12/2019 8:09 PM
33	Low Wages High staff turnover due to low pay and disorganization at the managerial level.	2/12/2019 8:03 PM
34	Training Not enough time with youth one on one, Staff transitions, Delays with children who may not be able to access because staff dont have training (Down Syndrome, Autism, FASD)	2/12/2019 7:56 PM
35	Skip N/A	2/12/2019 7:52 PM
36	Access not available to everyone	2/12/2019 7:42 PM
37	Access Cost, time of day, location.	2/12/2019 7:30 PM
38	Comm/schol part Language barriers Staffing capacity is a huge barrier as the ratio of students to instructors becomes stretched to the max. Finding qualified instructors to work very part-time positions during after-school hours is also a challenge. Inconsistent student attendance is a barrier to productive academic enrichment. Students who are struggling academically, socially, or who receive a lot of disciplinary measures already might not see school as a safe place, and aren't going to feel like after-school programs are a safe environment either. For some, school won't be a culturally inclusive environment.	2/12/2019 7:29 PM
39	Funding -Adequate funding -Adequate adult supervision (and structures/processes in place for setting expectations, de-escalating conflicts, etc.) -Consistent attendance	2/12/2019 7:24 PM
40	Comm/schol part Training *Limited \$ *Provider silo-ing *Lack of communication between school leadership and community providers *Burned out and poorly trained school staff and providers that are retraumatizing youth and creating environments that are not safe for all children	2/12/2019 7:19 PM
41	Access Money	2/12/2019 7:16 PM
42	Language barriers language, location	2/12/2019 7:07 PM
43	Funding Low Wages Space for prog Transportation Not enough staff or space, not enough funding for snack/dinner, not enough transportation options for after programming.	2/12/2019 6:58 PM
44	Skip Respondent skipped this question	2/12/2019 6:52 PM
45	Training lack of knowledge of different cultures	2/12/2019 6:48 PM
46	Access Comm/schol part access to facilities and supplies at the school as well as a robust relationship with admin	2/12/2019 6:41 PM
47	Low Wages money high quality: who runs the program good well paid staff who stay and don't turn over every 3 months.	2/12/2019 6:32 PM
48	Access Cost	2/12/2019 6:30 PM
49	Access Comm/schol part Not knowing if all schools provide after school programs. And. If there are any income requirements etc.	2/12/2019 6:22 PM
50	Low Wages Pay to obtain quality employees and leaders, availability and time they are opened	2/12/2019 6:00 PM
51	Training safe locations, staff not there to support the learning,	2/12/2019 5:58 PM
52	Low Wages Parents can to effort to pay	2/12/2019 5:51 PM

53	Language barriers Cultural & language barriers. Cost. Quality staff that are willing to work with youth at such a low pay rate.	2/12/2019 5:50 PM
54	Funding Available staff and funds	2/12/2019 5:43 PM
55	Comm/schol part Funding Transportation Funding for staff, dedicated and engaging staff, lack of understanding of school day curriculum, lack of transportation for students that may need services but cannot get a ride home from school at 5:30pm (PPS)	2/11/2019 9:50 PM
56	Funding Lack of funding! Unproductive Model, Chasing numbers rather than impacting lives. Lack of Ccommunity partnerships.	2/11/2019 9:43 PM
57	Comm/schol part Low Wages Space for prog Lack of strong mentoring components, dearth of space availability, lack of communication regarding opportunities, culturally-specific approaches to ASP, parental apathy	2/11/2019 9:37 PM
58	Comm/schol part Training staff turnover - if new staff are coming and going it is hard to build trust and properly train staff. after school providers are challenged by the fact that are programs are short (a few hours a week) so its hard to piece together jobs that give people what they need to live in the city with rising costs.	2/11/2019 9:28 PM
59	Training student:staff ratios staff training outreach	2/11/2019 9:16 PM
60	Funding Accessibility, cultural differences, funding	2/11/2019 9:06 PM
61	Funding Transportation -funding -transportation -Education of staff on trauma	2/11/2019 8:53 PM
62	Funding Low Wages Space for prog Space, staffing, funding	2/11/2019 8:43 PM
63	Engaging Honestly, lack of adequate staff/resources to deal with kids who need special assistance because of excessively demanding behavior issues, and more options for physical outlets, dance, sports, time outside at a park. Adding these actually helps kids concentrate when asked to do so, and should not be seen as taking time away form academics. Kids who exercise think better!	2/11/2019 8:37 PM
64	Comm/schol part Training 1. Providing programming that is accessible for all children, particularly children from diverse cultural backgrounds and children with disabilities. For example, children with learning and behavior challenges are often exhausted after a day in school. What can be done to support their engagement in after school offerings, particularly when after school teachers are not licensed educators, and have even less training and experience working with kids with disabilities than licensed teachers might?	2/11/2019 8:30 PM
65	Language barriers . language barriers 2. Participation 3. Parents involvement.	2/11/2019 8:25 PM
66	Comm/schol part Transportation Transportation is a huge issue, often after school programming is not offered everyday. Programs in Portland are often geared toward extra curricular, not child care. This is not realistic for working families.	2/11/2019 8:19 PM
67	Skip Respondent skipped this question	2/11/2019 8:13 PM
68	Funding funding, accessibility, engagement	2/11/2019 8:04 PM
69	Low Wages Space for prog -understaffed & underfunded -often, adequate safety drills haven't been performed (due to understaffing/underfunding) so students & staff don't know what to do in different emergencies -space is limited, instructor to student ratios can sometimes be too large -sometimes youth basic needs of food & water aren't met -sometimes youth belonging needs aren't met	2/11/2019 7:52 PM
70	Low Wages Money, facilities not being kept up, turnover of staff because wages are low.	2/11/2019 7:44 PM
71	Language barriers Training Money barrier, lack of staff, staff are not trained sufficiently	2/11/2019 7:29 PM
72	Comm/schol part Funding Funding, lack of engaged educators/after school teachers, and a lack of instilled rules and behavior expectations for said afterschool program.	2/11/2019 7:17 PM
73	Access It needs to be flexible. Some parents just need to have some days or hours of afterschool programs. It needs to be affordable and accessible for all.	2/11/2019 6:20 PM
74	Training Financial resources Not enough quality staff Resources Community and business partnerships	2/11/2019 2:33 PM
75	Funding funding	2/10/2019 4:37 PM
76	Access Availability of programs for under served youth	2/10/2019 4:28 PM

77	Comm/schol part Funding Communication with families, staff availability during limited hours, funding.	2/7/2019 2:43 PM
78	Language barriers Low Wages Space for prog Transportation Living wages, for the employees, the employees we do have burn out and the hiring pool of people who would take these jobs look else where because wages are too low or do not compete with the market. High fee based program barriers for the families participating . Adequate and appropriate spaces for activities and classes to be taught. Transportation from the program afterwards. Language barriers, soooooo many language barriers.	2/7/2019 11:28 AM
79	Funding Funding Input from the community they serve as to what supports their children need	2/7/2019 10:58 AM
80	Low Wages Space for prog space, infrastructure and dollars	1/29/2019 2:10 PM
81	Access money, red tape, not enough skilled providers	1/23/2019 2:42 PM

Q32 What gaps have you observed in after-school programming?

Answered: 77 Skipped: 18

#	RESPONSES	DATE
1	Social emotional StudentTs saying after school to hangout with their friends	2/28/2019 1:44 PM
2	Culturally Responsive Not enough staff from culturally specific communities.	2/22/2019 12:51 PM
3	Social emotional I understand why there is such a strong focus on academic programming and overall I fully support it, although I do think there is a high need for groups that really focus on social and emotional learning, not just as it relates to academics. We always try to find a balance in groups, as relationship is so important, but at the end of the day, advocates always know that they have academic outcomes they need to meet. I wish we had more programs/funding that didn't have such a heavy academic focus. Also, having more sports and enrichment programming/funding is a huge need.	2/22/2019 11:50 AM
4	funding additional funding needed to increase staff capacity to keep up with need	2/19/2019 11:50 AM
5	Transportation Not enough after school program that's affordable. Times and transportation not available for families that cannot get the kids to the program or home after the program.	2/18/2019 12:53 PM
6	funding Not enough funding, not organized, lack of volunteers	2/17/2019 8:24 PM
7	Turn/turn/wage Not enough educators	2/14/2019 9:51 PM
8	Social emotional Lack of group management Behavioral support	2/14/2019 9:49 PM
9	low ratios Transportation School bus supervision and safety	2/14/2019 9:47 PM
10	Even though its a public school there isnt the right material and the zone is a mid-class but still is treated as a low level class.	2/14/2019 9:40 PM
11	funding funding shortfalls and lack of involvement from families	2/14/2019 9:36 PM
12	communication Poor communication and partnership between school and after school program. Lack of access to educational resources.	2/14/2019 9:34 PM
13	skipped n/o	2/14/2019 9:32 PM
14	skipped none	2/14/2019 5:13 PM
15	Training programming that is looked at as a babying sitting service. Rather than and educational environment for learning. supplies	2/14/2019 4:03 PM
16	access Not enough programs in the community. Only schools and their is a limit	2/14/2019 3:28 PM
17	Turn/turn/wage Time. Staff that may not be invested.	2/13/2019 5:06 PM
18	communication parents shared their unhappiness with children's experiences	2/13/2019 3:42 PM
19	funding Staff who are not trained to deal with trauma responses experienced by children Not having enough staff to provide one on one attention to children or to keep the environment safe Not having enough funding	2/13/2019 1:37 PM
20	access Spots are limited, not all kids have the opportunity to attend even if the parents need the service. Application process for scholarships or financial aid are tedious and take a long time.	2/13/2019 12:30 PM
21	skipped I'm not familiar with after-school programming.	2/13/2019 9:13 AM
22	funding Short of qualified staff, Activities and supplies because of funding.	2/13/2019 8:35 AM
23	Student Engagment Boring choices to chose from. Not enough space for enrollment.	2/12/2019 11:48 PM
24	access Programs are to expensive for families. It enough spaces in the low/no cost programs.	2/12/2019 10:35 PM
25	funding all of the above in #31, and simply too few schools have funds and too few providers have funds for low income schools	2/12/2019 8:39 PM
26	Training Untrained staff, lack of quality management for programs	2/12/2019 8:33 PM

27	access Systemic It's not clear to me how schools with after school programming are prioritized. As with the prior comment, I think since the needs are so great, all government funded services should focus on families/children with the lowest income/access. As "Free/reduced lunch" has become such a high number due to economic issues, the pool of children eligible for a finite number of services has become too large. After school programming perhaps should be in the highest poverty schools.	2/12/2019 8:26 PM
28	communication Culturally Responsive Transportation Limited availability and access Program schedules that work for parents Transportation home Programming and support for families Communication with parents, particularly for immigrant and refugee families whose communication differs from dominant culture	2/12/2019 8:22 PM
29	Turn/burn/wage Not enough money to pay people in service work adequately. Not enough workers in the work.	2/12/2019 8:17 PM
30	skipped Respondent skipped this question	2/12/2019 8:12 PM
31	skipped Respondent skipped this question	2/12/2019 8:09 PM
32	funding Consistency of service provision from year to year.	2/12/2019 8:03 PM
33	Transportation Transportation for youth or families to access services, staff capacity	2/12/2019 7:56 PM
34	skipped N/A	2/12/2019 7:52 PM
35	Turn/burn/wage High number of children, not enough staff or attention given.	2/12/2019 7:30 PM
36	Turn/burn/wage Insufficient staffing resources leaves SUN site coordinators spread extremely thin. Classes, like ours from Ethos Music Center, often have more students added at the last minute and in excess of our teachers' capacity to provide hands-on instruction to each student. We are glad for the opportunity to reach students once per week, but recognize that even weekly programming is not consistent enough to have maximum academic and enrichment impact.	2/12/2019 7:29 PM
37	skipped Respondent skipped this question	2/12/2019 7:24 PM
38	communication Culturally Responsive *Lack of adequate staffing levels (very high student to mentor/teacher/staff ratios) *Lack of clear communication between school leadership/staff and after school programs *Lack of up-to-date training for school and program staff on trauma-informed and culturally-responsive approaches *Inadequate supervision of children (not enough adults present to maintain safety) *Lack of collaboration between community partners and schools to leverage resources	2/12/2019 7:19 PM
39	Transportation parents do not have the time to take their children.	2/12/2019 7:07 PM
40	Transportation Not enough staff in certain SUN programs or equivalent after-school programs, high student and parent interest without enough instructors or space to accommodate all students, transportation to home after programming.	2/12/2019 6:58 PM
41	skipped Respondent skipped this question	2/12/2019 6:52 PM
42	communication lack of input from parents to design the program	2/12/2019 6:48 PM
43	Student Engagement getting students to attend the first time	2/12/2019 6:41 PM
44	Turn/burn/wage Staff quality/pay constructive activities Addressing social/emotional needs	2/12/2019 6:32 PM
45	access Children in multnomah who are in K grade don't always get to participate, some children cant participate because their families either make too much money, or not enough money for them to participate. Schools in multnomah county don't offer enough programs for all children. Some children cant participate in after school programs because parents work schedules conflict with pick up times.	2/12/2019 6:30 PM
46	communication Parent and Staff engagement and knowing progress of what a child is doing during the after school program.	2/12/2019 6:22 PM
47	Turn/burn/wage Pay to obtain quality employees and leaders, availability and time they are opened	2/12/2019 6:00 PM
48	Family Empowerment The building up of the families	2/12/2019 5:58 PM
49	Academic support Student Engagement lack of activates and access to technology	2/12/2019 5:51 PM
50	access Opportunity. Affordability. Quality.	2/12/2019 5:50 PM

51	Academic support	No homework support	2/12/2019 5:43 PM
52	Turn/turn/wage	Rigorous academic content, consistent adults due to poor hours and low pay.	2/11/2019 9:50 PM
53	Transportation	Lack of Transportation for students who need ASP, not enough resources,	2/11/2019 9:43 PM
54	Culturally Responsive	Strong Mentoring component Any Cultural awareness/specificity in programs Strong, consistent parental engagement	2/11/2019 9:37 PM
55	Advocacy	real youth advocacy.	2/11/2019 9:28 PM
56	skipped	I don't have very much experience with after school programing	2/11/2019 9:16 PM
57	access funding	After school programing that is serving low income families can be really stretched. Not enough staff/ volunteers, not enough funding for educational activities, etc	2/11/2019 9:06 PM
58	access low ratios	-flexibility and education on how to work with youth with different needs. - mental health components	2/11/2019 8:53 PM
59	access	Not available at all schools, not available for new kindergarteners until the spring,	2/11/2019 8:43 PM
60	funding	Funding.	2/11/2019 8:37 PM
61	access	It is sometimes offered with a one size fits all approach, or just tuned to the majority. So, if you have a kid who is outside the "norm," you feel like you don't want to have your child participate. Also, for schools that don't have free programming through SUN or other program, the fee for service programs are incredibly expensive. At my kids' school, I could be paying \$1000+ month for programming, and that's not even enrichment programming -- that's just basic child care.	2/11/2019 8:30 PM
62	communication	The involvement between parents and program staff.	2/11/2019 8:25 PM
63	access	No programming offered on Fridays.	2/11/2019 8:19 PM
64	skipped	Respondent skipped this question	2/11/2019 8:13 PM
65	skipped	(question skipped)	2/11/2019 8:04 PM
66	Training Turn/turn/wage	-There is often a chaotic atmosphere due to understaffing & underfunding, which can hinder potential student growth/learning. I see that SUN staff are often overworked and it seems like an incredibly difficult job. At most schools I'm at, there seems to be a great need for more people helping and working to lead/facilitate youth.	2/11/2019 7:52 PM
67	funding	Hard to get tutoring funded	2/11/2019 7:44 PM
68	skipped	I don't know.	2/11/2019 7:29 PM
69	Student Engagment	Lack of discipline engagement from after-school teachers. Youth not as engaged and more exhausted to do homework or play in activities that the program provides	2/11/2019 7:17 PM
70	access	Lack of flexibility in costs, schedule and eligibility.	2/11/2019 6:20 PM
71	Transportation	Lack of quality programming Resources Transportation	2/11/2019 2:33 PM
72	funding	long term support for sustainable programming	2/10/2019 4:37 PM
73	Turn/turn/wage	Consistent staffing and leadership.	2/7/2019 2:43 PM
74	Social emotional	behavior management, supervision and support numbers for students, quality of programs offered varies greatly, community support for programs as academic entities are often also just viewed as glorified babysitting.	2/7/2019 11:28 AM
75	Turn/turn/wage	Staff that reflects the community Employee Retention	2/7/2019 10:58 AM
76	Early Literacy	early literacy, I see mostly enrichment activities in the after school space. Very little evidence based curriculum and support	1/29/2019 2:10 PM
77	skipped	above	1/23/2019 2:42 PM

Q33 What are the most critical services provided by a quality mentoring program?

Answered: 78 Skipped: 17

#	RESPONSES	DATE
1	Skipped Na	2/28/2019 1:44 PM
2	Consistency Mentoring Services Quality staffing with credentials to mentor in the subjects needed. Consistency in staffing. Mentoring that is both supportive and fun.	2/22/2019 12:55 PM
3	Relationship building positive relationships between youth and positive adult role model staff who understand the language/culture of youth/families served opportunities for group activities	2/22/2019 11:53 AM
4	Consistency Consistency Boundaries Goal setting and youth lead	2/19/2019 7:26 PM
5	Academic Support Family Engagement Being available to the family to meet regularly with the child, engaged with the family system, engaged in the child's academics and school. Understand how to support family healing and able to transport.	2/18/2019 12:57 PM
6	Relationship building Trusted adults, consistency and good relationship building	2/17/2019 8:34 PM
7	Academic Support Educators	2/14/2019 9:52 PM
8	Academic Support Educational support	2/14/2019 9:49 PM
9	Social Emotional supports Provide regional comprehensive guidance services	2/14/2019 9:47 PM
10	Skipped Im not quite sure.	2/14/2019 9:40 PM
11	Caring Adults show care and love towards the kids and understanding.	2/14/2019 9:35 PM
12	Family Engagement Mentoring Services The staff that are hired. Must be willing to engage in racially equity work. A strong budget to be able to properly engage with the kid AND family. Staff that mirror the kids they mentor.	2/14/2019 9:34 PM
13	Skipped n/a	2/14/2019 9:32 PM
14	Skipped none	2/14/2019 5:14 PM
15	Access to resources linkage to recourses	2/14/2019 4:05 PM
16	Funding/Food, staff, and materials	2/14/2019 3:30 PM
17	Skipped n/a	2/14/2019 3:06 PM
18	Caring Adults Genuinely good-hearted people who are invested in the future of this country by way of our youth today.	2/13/2019 5:09 PM
19	High Quality Staff educated staff to high stand quality care	2/13/2019 3:44 PM
20	Academic Support Social Emotional supports A safe location that can be a refuge from instability at home or school Mental health and emotional supports for children going through stressful times or crises Academic focus so that children can strengthen their academic skills	2/13/2019 1:38 PM
21	culturally Responsive Enhancement of abilities Identify potential abilities Develop confidence	2/13/2019 12:32 PM
22	Skipped Not familiar with this programs	2/13/2019 10:15 AM
23	Caring Adults Providing good roles models for children that may be at risk and that do not have good role models in their lives.	2/13/2019 9:16 AM
24	Caring Adults Qualified staff who enjoying what they are doing as oppose to doing it just for the money.	2/13/2019 8:43 AM
25	Mentoring Services Skipped Haven't dealt with mentoring	2/12/2019 11:49 PM
26	Consistency Mentoring Services Relationship building Relationship building, consistency in child's life, strong mentors	2/12/2019 10:37 PM

27	Mentoring Services Social Emotional supports Training	well trained mentors and a clearly defined program -e.g. career mentoring, social-emotional, etc	2/12/2019 8:39 PM
28	culturally Responsive	Cultural responsiveness, understanding of youth development, knowledge of and use of appropriate boundaries	2/12/2019 8:34 PM
29	Low ration/idn Social Emotional supports	A 1:1 connection with a youth who has been identified as high need	2/12/2019 8:26 PM
30	Consistency Family Engagement Relationship building	The relationship is most important, so having consistent staff/adult role models is critical. Assertive Engagement approach. Effective referrals and connection to community resources, career, college, etc.	2/12/2019 8:22 PM
31	Academic Support Mentoring Services	Tutoring, Parent Partnership, Mentoring, Advocacy, and School Partnership	2/12/2019 8:17 PM
32	Skipped	Respondent skipped this question	2/12/2019 8:12 PM
33	Skipped	Respondent skipped this question	2/12/2019 8:09 PM
34	Relationship building	Positive relationships between youth and a safe, trustworthy adult.	2/12/2019 8:03 PM
35	culturally Responsive Training	Lived experience, education and training, structure, stable funding,	2/12/2019 7:57 PM
36	Skipped	N/A	2/12/2019 7:52 PM
37	Skipped	Respondent skipped this question	2/12/2019 7:29 PM
38	Consistency	Consistent adult support, meaningful activities	2/12/2019 7:25 PM
39	Caring Adults	The most critical services is that you're in it for the kids. Children need positive role models that are uplifting and genuinely care about helping children.	2/12/2019 7:20 PM
40	Caring Adults Mentoring Services Social Emotional supports	*The opportunity to build a healthy attachment with an adult mentor that has shared experience/identity with the youth; to build resiliency and provide opportunities for growth *A safe space for kids to be themselves, without judgment, where they can get support in achieving their goals and building their personal identities *Another set of eyes on a family/kid that may need assistance with support services, increasing referral potential and community resourcing to help that family/youth stabilize	2/12/2019 7:19 PM
41	culturally Responsive	shared experiences, and knowledge	2/12/2019 7:07 PM
42	Social Emotional supports	Personal empowerment, individual attention, encouragement.	2/12/2019 6:59 PM
43	Mentoring Services	peer delivered services	2/12/2019 6:52 PM
44	Mentoring Services	using mentors	2/12/2019 6:48 PM
45	Relationship building	intentional relationship building	2/12/2019 6:41 PM
46	Mentoring Services	A mentor who can relate and support a mentee.	2/12/2019 6:34 PM
47	Caring Adults	adults who connect with the children	2/12/2019 6:33 PM
48	Mentoring Services	Mentoring	2/12/2019 6:01 PM
49	Family Engagement Social Emotional supports	they support building the child's development and the empowering of the family	2/12/2019 6:00 PM
50	Relationship building	High expectations. Nurturing relationship. Coaching / support.	2/12/2019 5:53 PM
51	Academic Support	Help the children to understand their work	2/12/2019 5:53 PM
52	Academic Support	Education support and monitoring	2/12/2019 5:43 PM
53	Skipped	Not sure	2/12/2019 5:38 PM
54	Relationship building Social Emotional supports	Social emotional learning and relationship building with trusted individuals who share a common language/cultural background.	2/11/2019 9:50 PM
55	Academic Support Family Engagement	Exposure opportunities, character building, academic support, family engagement.	2/11/2019 9:44 PM
56	Family Engagement Mentoring Services	Youth-centric engagement Opportunity for group, as well as individual mentoring Fostering an independent self-awareness in clients/mentees	2/11/2019 9:38 PM

57	Family Engagement Mentoring Services Relationship building Training	trusting relationships between youth and mentors staff training mentor referral system (mentors being bale to refer children and other families to needed services)	2/11/2019 9:29 PM
58	Social Emotional supports	attention to social emotional development and providing access to opportunities.	2/11/2019 9:17 PM
59	Relationship building	Match support throughout the duration of the match, safe relationships, and raising youth voices.	2/11/2019 9:07 PM
60	Mentoring Services Training	-trauma informed mentors -funds for activities and transportation - Flexibility within funding for services	2/11/2019 8:54 PM
61	Low ration/idn Relationship building Social Emotional supports	1) Positive relationships 2) Encouragement for children to reach their potential 3) Activities that are fun and enhance mastery and positive self-esteem	2/11/2019 8:43 PM
62	Low ration/idn Social Emotional supports	Ditto. Staff. 1:1 or as close to that as possible. Meet kids where they are. Encouraging doable tasks. Patent support. Organizational support. Funding.	2/11/2019 8:37 PM
63	Consistency Relationship building	1. Giving children an opportunity to have a trusting relationship with a safe, consistent adult who is not grading or otherwise judging them.	2/11/2019 8:31 PM
64	Skipped	Respondent skipped this question	2/11/2019 8:25 PM
65	Social Emotional supports	Long term support, emotional support	2/11/2019 8:20 PM
66	Skipped	Respondent skipped this question	2/11/2019 8:13 PM
67	Skipped	(question skipped)	2/11/2019 8:04 PM
68	Access to resources Social Emotional supports	-Advocating for youth/people. -Providing folks with resources and support -listening and helping people's needs be met	2/11/2019 7:53 PM
69	Caring Adults	Caring adults who have the time to talk to students' teachers and parents. Program tailored to student Awareness and ability to teach to different learning styles	2/11/2019 7:45 PM
70	Consistency Training	Consistent support, trauma informed approach	2/11/2019 7:30 PM
71	Relationship building	Comprehensive match-making between mentor and mentee.	2/11/2019 7:18 PM
72	Mentoring Services	Mentoring after school or over the weekend.	2/11/2019 6:21 PM
73	Caring Adults	Caring adults 24/7 Support that goes beyond the Afterschool program hours	2/11/2019 2:34 PM
74	Consistency Family Engagement Relationship building	consistent engagement, relationship building	2/10/2019 4:37 PM
75	culturally Responsive	Matching mentee with people that they can identify with	2/10/2019 4:28 PM
76	Academic Support Social Emotional supports	self advocacy and improved self esteem and worth, tutoring and social navigation, acceptance of the individual and their situations being unique. clothing and food access, so that a student may feel confident socially and fed physically so they are prepared to do their best. Hope or potential career access.	2/7/2019 3:43 PM
77	culturally Responsive Relationship building	culturally specific relationships and backgrounds Child directed	1/29/2019 2:11 PM
78	culturally Responsive	one on one individualized crisis support culturally appropriate	1/23/2019 2:42 PM

Q34 What are the barriers to youth accessing quality mentoring services?

Answered: 79 Skipped: 16

#	RESPONSES	DATE
1	No response Na	2/28/2019 1:44 PM
2	Language Barriers Transportation Transportation, responsibilities at home, language	2/22/2019 12:55 PM
3	Availability of programs Mentor Shortage for IRCO's mentoring program the biggest issue has been limited capacity. We have a waitlist every year.	2/22/2019 11:53 AM
4	Availability of programs Mentor Shortage Not enough mentoring programs or availability of space	2/19/2019 7:26 PM
5	Availability of programs Culturally respnsive Mentor Shortage not enough mentors available!, very few mentors of color	2/19/2019 11:51 AM
6	Availability of programs Culturally respnsive Mentor Shortage Not able to access. Boys and Girls Club have waitlists, Friends of the Children you need to be a kindergartner. If older, not accessible. Lack of culturally specific mentors.	2/18/2019 12:57 PM
7	Transportation Qualifications, parent support, location and transportation	2/17/2019 8:34 PM
8	They don't have a foundation	2/14/2019 9:52 PM
9	Mentor Shortage Knowing how to connect to a mentor	2/14/2019 9:49 PM
10	Mentor Shortage trust Gain enough trust and authority to cooperate	2/14/2019 9:47 PM
11	Language Barriers Being to expensive and tha language barriers.	2/14/2019 9:40 PM
12	No response n/a	2/14/2019 9:35 PM
13	No response Lack of what I answered on the previous question.	2/14/2019 9:34 PM
14	No response n/a	2/14/2019 9:32 PM
15	No response none	2/14/2019 5:14 PM
16	having to be at risk. there should be supports before this happens	2/14/2019 4:05 PM
17	Availability of programs Children and Parents Don't know where they are available in the community	2/14/2019 3:30 PM
18	No response n/a	2/14/2019 3:06 PM
19	Information Dissemination Unawareness.	2/13/2019 5:09 PM
20	Culturally respnsive diversity	2/13/2019 3:44 PM
21	Mentor Shortage Staff who are not trained to deal with trauma responses experienced by children Not having enough staff to provide one on one attention to children or to keep the environment safe Not having enough funding	2/13/2019 1:38 PM
22	Training/exp Lack of experienced leaders Lack of goals and plans to achieve those goals	2/13/2019 12:32 PM
23	Availability of programs Mentor Shortage Not having enough mentoring services available or not providing enough resources to the community.	2/13/2019 9:16 AM
24	Availability of programs People not qualified to do the services, places to go to meet, children not knowing what's available to them.	2/13/2019 8:43 AM
25	Mentor Shortage Not enough mentors	2/12/2019 11:49 PM
26	Information Dissemination Mentor Shortage No knowledge of how to connect with a mentoring program. Lack of programs in the city.	2/12/2019 10:37 PM
27	Information Dissemination They don't know about them. They think they are for "failures." They have to work after school so can't participate. Schools have not been a good partner for advertising.	2/12/2019 8:39 PM

28	Availability of programs	Information Dissemination	Mentor Shortage	Availability, knowledge of the benefits of mentoring	2/12/2019 8:34 PM
29	Mentor Shortage			- I am not certain, but I would guess there are not enough mentors relative to the children in the community who can utilize them	2/12/2019 8:26 PM
30	relationship building			The relationship is most important, so having consistent staff/adult role models is critical. Assertive Engagement approach. Effective referrals and connection to community resources, career, college, etc. The relationship is most important, so having consistent staff/adult role models is critical. Assertive Engagement approach. Effective referrals and connection to community resources, career, college, etc.	2/12/2019 8:22 PM
31	Mentor Shortage			It doesn't seem like there are enough resources to distribute programs like Step Up.	2/12/2019 8:17 PM
32	No response			Respondent skipped this question	2/12/2019 8:12 PM
33	No response			Respondent skipped this question	2/12/2019 8:09 PM
34	Culturally responsive	Mentor Shortage		Cultural differences between youth and willing mentors.	2/12/2019 8:03 PM
35	relationship building	trust		transportaion, homelessness (moving), trust and relationship building, trauma	2/12/2019 7:57 PM
36	No response			N/A	2/12/2019 7:52 PM
37	Mentor Shortage			not enough services	2/12/2019 7:42 PM
38	No response			Respondent skipped this question	2/12/2019 7:29 PM
39	Information Dissemination			Awareness	2/12/2019 7:25 PM
40	trust			Money and trust.	2/12/2019 7:20 PM
41	Availability of programs	Mentor Shortage		*Weak referral linkages (provider silo-ing, lack of outreach) *Limited spaces in existing programs (long waitlists) *Limited programs that can provide mentoring to youth with serious trauma and/or mental health needs	2/12/2019 7:19 PM
42	Information Dissemination			Lack of knowledge	2/12/2019 7:07 PM
43	Mentor Shortage			Not enough mentors- lots of kids in need. Programs that offer mentorship are sometimes expensive or if affordable they are competitive and difficult for families to get their kids into.	2/12/2019 6:59 PM
44	Availability of programs			availability	2/12/2019 6:52 PM
45	No response			Respondent skipped this question	2/12/2019 6:48 PM
46	Mentor Shortage	relationship building		establishing relationship with mentors prior to the start of programming	2/12/2019 6:41 PM
47	Mentor Shortage			Not enough mentors who work with youth	2/12/2019 6:34 PM
48	Mentor Shortage			Finding adults to do the mentoring	2/12/2019 6:33 PM
49	Availability of programs			availability and equality of services	2/12/2019 6:01 PM
50	Program structure			they don't want to except the program structure	2/12/2019 6:00 PM
51	Access			Opportunity Cost Accessibility	2/12/2019 5:53 PM
52	Information Dissemination			communication between parents and teachers	2/12/2019 5:53 PM
53	Funding			Funds	2/12/2019 5:43 PM
54	No response			Not sure	2/12/2019 5:38 PM
55	Mentor Shortage			Funding, lack of interest in potential mentors, case loads too small	2/11/2019 9:50 PM
56	Culturally responsive	Mentor Shortage	Transportation	Other opportunities taking priority, lack of culturally specific mentoring services, transportation, lack of mentoring services overall	2/11/2019 9:44 PM
57	No response			Funding/lack of services in target communities, parental education and apathy, fear/distance	2/11/2019 9:38 PM
58	Transportation	trust		transportation trust desire - younger kids like it, but many middle and high school youth believe it is for kids or its not cool	2/11/2019 9:29 PM

59	Availability of programs	Mentor Shortage	availability of quality mentoring services.	2/11/2019 9:17 PM	
60	Culturally responsive	Language Barriers	Mentor Shortage	Not enough mentors, cultural barriers or language barriers, lack of funding	2/11/2019 9:07 PM
61	Mentor Shortage	Transportation	-transportation -length of services -access to paid mentors, which enables long term support	2/11/2019 8:54 PM	
62	Mentor Shortage	Transportation	Transportation, not enough mentors available	2/11/2019 8:43 PM	
63	No response		Not having any of the above.	2/11/2019 8:37 PM	
64	Culturally responsive	Mentor Shortage	relationship building	1. Mentoring programs are fairly time intensive to run, so there are not as many mentoring programs as there are youth. 2. Best practices for mentoring programs are still developing and the information that is out there is still being disseminated, so I wonder about the quality of some of the mentoring programs. 3. Many of the programs rely on white, relatively affluent volunteers for mentors (because they are the ones who have the time and resources to volunteer), who are then paired with low income youth, often youth of color. So youth lack those true peers, and the mentors themselves may have internalized biases around race, gender, SES, that get in the way of a truly affirming mentoring relationship for the youth.	2/11/2019 8:31 PM
65	No response		Respondent skipped this question	2/11/2019 8:25 PM	
66	Information Dissemination		Families not aware of programs.	2/11/2019 8:20 PM	
67	No response		Respondent skipped this question	2/11/2019 8:13 PM	
68	No response		(question skipped)	2/11/2019 8:04 PM	
69	Information Dissemination	Transportation	-if they don't have access to transportation, a phone, email, to access or even be aware of those services. -if they don't have someone advocating for them, they might not know to ask or reach out on their own.	2/11/2019 7:53 PM	
70	Parent com/eng		Parents not signing them up Youth not willing to work	2/11/2019 7:45 PM	
71	Information Dissemination		Are not aware of the program, expense, getting there (travel), parents not bringing them consistently	2/11/2019 7:30 PM	
72	Availability of programs	Mentor Shortage	Stigma	Lack of understanding of resources available, as well as stigma about youth accessing mentoring services.	2/11/2019 7:18 PM
73	Language Barriers	Transportation	Flexibility of time Transportation Cost Language	2/11/2019 6:21 PM	
74	Culturally responsive	Transportation	Transportation Needs at home Culturally appropriate	2/11/2019 2:34 PM	
75	Funding		funding for staff, staff training	2/10/2019 4:37 PM	
76	Mentor Shortage		Mentors not being supported with funding for the mentees they support	2/10/2019 4:28 PM	
77	Language Barriers	Transportation	availability in the schools, and the time needed that may take place during critical classroom hours. Presence outside of schools and in the larger communities. transportation. childcare for younger siblings or their own children. language barriers!!!!	2/7/2019 3:43 PM	
78	Transportation		families knowing about the resources, transportation	1/29/2019 2:11 PM	
79	Funding		funding, distrust, disconnect	1/23/2019 2:42 PM	

Q35 What are the service gaps in local mentoring programs?

Answered: 67 Skipped: 28

#	RESPONSES	DATE
1	Skip/no answer Na	2/28/2019 1:44 PM
2	Cultural Responsive Not enough culturally specific programming.	2/22/2019 12:55 PM
3	Awareness I'm not aware of many mentoring programs specifically for immigrant and refugee youth. It can be hard to find volunteer mentors.	2/22/2019 11:53 AM
4	Cultural Responsive Lack of enough mentoring programs, not enough culturally specific mentoring programs, not enough mentoring programs for teens and not enough male mentors.	2/18/2019 12:57 PM
5	Mentor shortage/turn Not enough educators	2/14/2019 9:52 PM
6	Funding Funding	2/14/2019 9:49 PM
7	Skip/no answer n/a	2/14/2019 9:35 PM
8	Funding Training/Exp I don't believe that staff are generally trained very well. Lack of funding. Lots of programs providing the same service fighting for the same money.	2/14/2019 9:34 PM
9	Skip/no answer n/a	2/14/2019 9:32 PM
10	Skip/no answer none	2/14/2019 5:14 PM
11	Access there are not enough available	2/14/2019 4:05 PM
12	Awareness I didn't know there are any.	2/14/2019 3:30 PM
13	Skip/no answer n/a	2/14/2019 3:06 PM
14	Skip/no answer Unsure of all.	2/13/2019 5:09 PM
15	Parent Engagement parent input	2/13/2019 3:44 PM
16	Training/Exp Staff who are not trained to deal with trauma responses experienced by children Not having enough staff to provide one on one attention to children or to keep the environment safe Not having enough funding	2/13/2019 1:38 PM
17	Disengagement Lack of interest	2/13/2019 12:32 PM
18	Awareness I'm not familiar with mentoring programs.	2/13/2019 9:16 AM
19	Funding Program funding plays a role in almost everything and qualified participants	2/13/2019 8:43 AM
20	Communication When I tried to get my son enrolled, we never got a call back or could get a hold of anyone.	2/12/2019 11:49 PM
21	Mentor shortage/turn Not enough mentors available.	2/12/2019 10:37 PM
22	Career/Vocation Longer term and deep experiences in real-work situations so they understand a connection between careers and education.	2/12/2019 8:39 PM
23	Awareness I don't know of any mentoring programs	2/12/2019 8:34 PM
24	Mentor shortage/turn - I am not certain, but I would guess there are not enough mentors relative to the children in the community who can utilize them	2/12/2019 8:26 PM
25	Cultural Responsive Lack of truly, culturally responsive programs that can serve a diverse group of young people effectively, and programs where the staff look like and can relate to the people they are mentoring. Mentors for gang impacted youth.	2/12/2019 8:22 PM
26	Access Mentor shortage/turn There just isn't enough, not enough people willing to do the work.	2/12/2019 8:17 PM
27	Skip/no answer Respondent skipped this question	2/12/2019 8:12 PM
28	Skip/no answer Respondent skipped this question	2/12/2019 8:09 PM
29	Cultural Responsive Culturally specific mentoring.	2/12/2019 8:03 PM

30	Skip/no answer	unsure	2/12/2019 7:57 PM		
31	Skip/no answer	N/A	2/12/2019 7:52 PM		
32	Skip/no answer	Respondent skipped this question	2/12/2019 7:29 PM		
33	Skip/no answer	Respondent skipped this question	2/12/2019 7:25 PM		
34	Access	Funding	Wrap around	Not enough funds to grow mentoring programs so that waitlists can be reduced; limited mentoring programs available to high school youth; limited community supports to provide mentoring to youth with serious trauma and mental health challenges	2/12/2019 7:19 PM
35	Cultural Responsive			not enough people who look like the youth, serving the youth and giving back to the community.	2/12/2019 7:07 PM
36	Mentor shortage/turn			Consistency of mentors- A mentor moves on to a different job after a couple months or a year.	2/12/2019 6:59 PM
37	Skip/no answer			Respondent skipped this question	2/12/2019 6:52 PM
38	Skip/no answer			Respondent skipped this question	2/12/2019 6:48 PM
39	Cultural Responsive			establishing relationship and relevance with programming as well as culturally relevant programming and service	2/12/2019 6:41 PM
40	Cultural Responsive			Mentors who can relate to the youth they are working with in regards to diversity and adversity	2/12/2019 6:34 PM
41	Skip/no answer			I don't know	2/12/2019 6:33 PM
42	Access			availability and equality of services	2/12/2019 6:01 PM
43	Access			not enough mentoring programs to meet all the needs	2/12/2019 6:00 PM
44	Access			Opportunity Cost Accessibility	2/12/2019 5:53 PM
45	Mentor shortage/turn			Not enough mentors	2/12/2019 5:43 PM
46	Skip/no answer			Not sure	2/12/2019 5:38 PM
47	Cultural Responsive			We have a huge gap for our middle school latino males and there are not the resources in our areas to adequately support them.	2/11/2019 9:50 PM
48	Access			Not enough services spread throughout the city to accomodate the needs	2/11/2019 9:44 PM
49	Mentor shortage/turn			mentor availability is one	2/11/2019 9:38 PM
50	Awareness			families - many do not provide services or referrals to families	2/11/2019 9:29 PM
51	Access	Awareness	Cultural Responsive	I worked with youth for along time and never learned of one-on-one mentoring programs outside of big brother/big sister. I didn't really know how to access big brother/big sister and I understood they had a long waitlist especially for boys and for bilingual mentors.	2/11/2019 9:17 PM
52	Funding			There is a lack of funding for cities that are really in need of mentoring, mentoring programs don't exist in a lot of cities that could really benefit from mentoring	2/11/2019 9:07 PM
53	transportation			-transportation -length of services -access to paid mentors, which enables long term support	2/11/2019 8:54 PM
54	Mentor shortage/turn			Need more mentors	2/11/2019 8:43 PM
55	Skip/no answer			Respondent skipped this question	2/11/2019 8:37 PM
56	Skip/no answer			See above.	2/11/2019 8:31 PM
57	Skip/no answer			Respondent skipped this question	2/11/2019 8:25 PM
58	Awareness			Community and families not aware of programs.	2/11/2019 8:20 PM
59	Skip/no answer			Respondent skipped this question	2/11/2019 8:13 PM
60	Skip/no answer			(question skipped)	2/11/2019 8:04 PM
61	Skip/no answer			(question skipped)	2/11/2019 7:53 PM
62	Skip/no answer			Not sure	2/11/2019 7:45 PM

63	Skip/no answer	I don't know	2/11/2019 7:30 PM			
64	Cultural Responsive	Cultural competency between mentor and mentee.	2/11/2019 7:18 PM			
65	Access	We need more free mentoring programs.	2/11/2019 6:21 PM			
66	Funding	Partnerships	Wrap around	Appropriate partnerships	Competitive salaries for mentors	2/11/2019 2:34 PM
		Wholistic approach				
67	Mentor shortage/turn	well maintained and comprehensive network of mentors to engage	2/10/2019 4:37 PM			

Q36 How are youth connecting with mentors?

Answered: 77 Skipped: 18

#	RESPONSES	DATE
1	peers They are around the student's age	2/28/2019 1:44 PM
2	Teachers/Counselors Word of Mouth Via counselors, teachers and word of mouth	2/22/2019 12:55 PM
3	Schools Youth are referred to IRCO's mentoring program usually by school staff, IRCO staff, or community/self referral. If they are good fit for the program, IRCO's bilingual/bicultural staff connect them with a mentor who they think would be a good fit.	2/22/2019 11:53 AM
4	Referrals Referrals and partnerships	2/19/2019 7:26 PM
5	Community Based Activ Schools From community based programs and schools.	2/18/2019 12:57 PM
6	Word of Mouth Word of mouth, social media	2/17/2019 8:34 PM
7	Study workshop Study workshops	2/14/2019 9:52 PM
8	Skipped I don't know but I would love to connect my children with a mentor	2/14/2019 9:49 PM
9	Skipped The instructor should be more patient and guided	2/14/2019 9:47 PM
10	Skipped Youth are not really connecting with them due to the fact that they don't feel like they can't rely on adults.	2/14/2019 9:40 PM
11	Community Based Activ having fun experiences like play games as you learning.	2/14/2019 9:35 PM
12	Community based orgs Through relationship building and the organization has a role in finding the right fit.	2/14/2019 9:34 PM
13	Skipped n/a	2/14/2019 9:32 PM
14	Community Based Activ through activities	2/14/2019 5:14 PM
15	Teachers/Counselors if they are at risk or in trouble they get recommend through a counsel	2/14/2019 4:05 PM
16	Schools Would be great if they were one-on-one instead of at school, where children might be embarrassed.	2/14/2019 3:30 PM
17	Skipped n/a	2/14/2019 3:06 PM
18	Technology Hopefully daily and in a quality and accessible manner. In person, phone, or electronically.	2/13/2019 5:09 PM
19	Skipped not sure	2/13/2019 3:44 PM
20	Skipped I'm not sure	2/13/2019 1:38 PM
21	Skipped Lack of opportunities More open minded mentors Less judging and more understanding	2/13/2019 12:32 PM
22	Skipped I'm not sure.	2/13/2019 9:16 AM
23	Teachers/Counselors Through counselors, Teachers referring children whom to go to.	2/13/2019 8:43 AM
24	Schools Through school or boys and girls club	2/12/2019 10:37 PM
25	Facilitated Programs Either haphazard, which is more difficult for underserved, or through programs but only if an adult introduces them.	2/12/2019 8:39 PM
26	Skipped I am unsure	2/12/2019 8:34 PM
27	Schools I am not sure. I would guess through the school. Perhaps accessing through DHS Self Sufficiency/Child Welfare would help to target children from the highest risk/need families.	2/12/2019 8:26 PM
28	Schools Primarily through school-based programs	2/12/2019 8:22 PM
29	Word of Mouth Through outreach.	2/12/2019 8:17 PM
30	Skipped Respondent skipped this question	2/12/2019 8:12 PM

31	Skipped	Respondent skipped this question	2/12/2019 8:09 PM
32	Facilitated Programs	Through our employment program.	2/12/2019 8:03 PM
33	Community Based Activ	Word of Mouth Referral, Word of mouth, Relations to family, Community Involvement, Trust, Leadership,	2/12/2019 7:57 PM
34	Skipped	N/A	2/12/2019 7:52 PM
35	Schools	school councilers	2/12/2019 7:42 PM
36	Skipped	Respondent skipped this question	2/12/2019 7:29 PM
37	Skipped	Respondent skipped this question	2/12/2019 7:25 PM
38	Church	Community Based Activ Schools Through the community; church, after school program, sports etc.	2/12/2019 7:20 PM
39	Schools	Teachers/Counselors School counselor and teacher referrals to existing providers known in the schools; referrals from DHS Child Welfare; parents seeking out agencies to refer their children to directly	2/12/2019 7:19 PM
40	Schools	boys and girl club, through school programs	2/12/2019 7:07 PM
41	Facilitated Programs	In programs that I see with youth mentorship components it is very successful and youth get a lot out of it and connect strongly to their mentors.	2/12/2019 6:59 PM
42	Skipped	Respondent skipped this question	2/12/2019 6:52 PM
43	Skipped	Respondent skipped this question	2/12/2019 6:48 PM
44	Skipped	there is a need for intentional hand offs with youth and service providers	2/12/2019 6:41 PM
45	Skipped	I am not sure	2/12/2019 6:33 PM
46	Skipped	That's a great question.	2/12/2019 6:01 PM
47	Schools	through schools	2/12/2019 6:00 PM
48	Church	AVID Big Brother / Big Sister Church Community Friends of Children	2/12/2019 5:53 PM
49	Schools	Trough schools	2/12/2019 5:53 PM
50	Skipped	Unknown	2/12/2019 5:43 PM
51	Skipped	Not sure	2/12/2019 5:38 PM
52	Schools	With support of school administration, teachers, and SUN Site Manager when mentors are available.	2/11/2019 9:50 PM
53	Church	Schools local agencies, faith base services, school programs	2/11/2019 9:44 PM
54	Schools	through community/residential-based programs, at school, in other non-profit settings such as BB/BS, other	2/11/2019 9:38 PM
55	Facilitated Programs	through our program we match youth and mentors	2/11/2019 9:29 PM
56	Skipped	I wish I knew.	2/11/2019 9:17 PM
57	Skipped	I don't understand this question	2/11/2019 9:07 PM
58	Community Based Activ	-in the community -through activities -groups	2/11/2019 8:54 PM
59	Community Based Activ	Going out to do fun activities with mentors, talking to them, mentors listening to the youth and being supportive, setting a good example	2/11/2019 8:43 PM
60	Facilitated Programs	I love friends of the children. Don't know much about boys and girls club or other mentoring programs. Think they are a great idea in general.	2/11/2019 8:37 PM
61	Community Based Activ	Schools I see it mostly through schools, but also through some community organizations.	2/11/2019 8:31 PM
62	Skipped	Respondent skipped this question	2/11/2019 8:25 PM
63	Skipped	When they have them, very well.	2/11/2019 8:20 PM
64	Skipped	Respondent skipped this question	2/11/2019 8:13 PM

65	Skipped	(question skipped)	2/11/2019 8:04 PM
66	Skipped	(question skipped)	2/11/2019 7:53 PM
67	Skipped	Not sure	2/11/2019 7:45 PM
68	Church	Schools School, sports teams, faith based organizations	2/11/2019 7:30 PM
69	Schools	Through programs like Impact NW, Big Brothers Big Sisters, mentor programs through partnered elementary and middle schools.	2/11/2019 7:18 PM
70	Schools	Youth groups that promotes not only academic/ educational activities but sport, cultural and recreational activities after school are the best to engage the participation of youth.	2/11/2019 6:21 PM
71	Church	Community Based Activ Schools Teachers/Counselors At youths home school Through sports Church The community which they live in Peer introduction Teachers or counselors Parent or guardian DHS and DJJ	2/11/2019 2:34 PM
72	Facilitated Programs	via facilitated program	2/10/2019 4:37 PM
73	Skipped	Able to connect with youth by sharing their lived experience	2/10/2019 4:28 PM
74	Schools	Through school recommendations	2/7/2019 3:43 PM
75	Skipped	Having someone there to guide them.	2/2/2019 4:01 AM
76	Teachers/Counselors	Through teachers and counselors	1/29/2019 2:11 PM
77	Skipped	not sure	1/23/2019 2:42 PM

Q37 What services are critical in providing healthy, nutritious food to hungry children?

Answered: 79 Skipped: 16

#	RESPONSES	DATE
1	Skip Not sure	2/28/2019 1:44 PM
2	Access Community Based Orgs Parent Play Groups Preschool Preschool, parent/child play groups, community-based services where access is easy to the services by the communities.	2/22/2019 1:00 PM
3	Access Culturally Responsive Food Delivery Food is easily accessible (i.e. located in spaces that families go to frequently, dropped off in homes) Staff who understand the languages and cultures of communities served are communicating food resources with community members Food is culturally appropriate	2/22/2019 11:57 AM
4	Education/Cooking cl Education to caregivers and cooking workshops	2/19/2019 7:29 PM
5	Access Culturally Responsive Having access to the food, providing nutritious culturally relevant foods, and being able to get the food to the families.	2/18/2019 1:02 PM
6	Transporation Transportation to get foods to families, more funding to help support the programs that provide healthy meals to hungry families.	2/17/2019 9:05 PM
7	Access To make sure they get healthy meals	2/14/2019 9:52 PM
8	Skip I don't know	2/14/2019 9:49 PM
9	Partnerships Form of sponsor, etc.	2/14/2019 9:47 PM
10	Food bank/Pantry Having a food bank available.	2/14/2019 9:41 PM
11	Access identifying thos in need and being able to provide the services outside of normal boundries. some families do not have the transtportaion to get food boxes and many are set for the same time/ day and week. people that need to work cant take a day off just to get food, they need to work.	2/14/2019 9:36 PM
12	Access providing extra food for the weekend	2/14/2019 9:35 PM
13	Access Education/Cooking cl Access to healthy food as well as healthy food education.	2/14/2019 9:34 PM
14	Skip n/a	2/14/2019 9:33 PM
15	Food bank/Pantry food bank	2/14/2019 5:16 PM
16	Access transpiration options if family does not have a car or cant afford the bus	2/14/2019 4:10 PM
17	Funding Partnerships Funding and local stories that have sales on fresh food	2/14/2019 3:32 PM
18	Food bank/Pantry food bank at every school	2/14/2019 3:09 PM
19	Food bank/Pantry Funding Food banks, donations.	2/13/2019 5:12 PM
20	Systems Change governmental involvement USDA standards have change lately	2/13/2019 3:47 PM
21	Fresh food providing fresh perishable foods such as eggs, milk, fruits, and vegetables	2/13/2019 1:42 PM
22	Information/Commun Information and communicating to families how they can access this services	2/13/2019 12:58 PM
23	Access Education/Cooking cl Availability of goods and resources Experienced nutritionist to structure balanced menus	2/13/2019 12:35 PM
24	Access Fresh food Families have access to the food they need not the best quality food. Schools are not offering healthy, nutritious food and they should be the ones promoting it..	2/13/2019 10:26 AM
25	Early Transition pr Food bank/Pantry School/Lunch Prog Snap/wic Having food banks, Head Start/Early Head Start programs, lunch programs, SNAP, etc.	2/13/2019 9:24 AM
26	Early Transition pr Head start.	2/12/2019 11:51 PM

27	Access Education/Cooking cl	Having a knowledgeable nutritionist. Having a kitchen to cook and store food as needed.	2/12/2019 10:42 PM
28	Skip	Respondent skipped this question	2/12/2019 8:40 PM
29	Access Information/Commun	Access, connections with healthy food providers	2/12/2019 8:34 PM
30	Access Low Proof	Easily accessible (not just associated with a school) Low "proof" barrier	2/12/2019 8:27 PM
31	Transporation	Starts with the schools who typically do not offer healthy food options afterschool (i.e. whole foods, fruits, veggies, whole grains) Grocery stores in areas of high poverty. Improved public transportation (i.e. routes that run more often to and from grocery stores)	2/12/2019 8:23 PM
32	Access Community Based Orgs Programs School/Lunch Prog	Implementing programs that provide food at free or no cost. I think SUN Food, Park Lunches in the summer etc.	2/12/2019 8:17 PM
33	Skip	Respondent skipped this question	2/12/2019 8:12 PM
34	Skip	Respondent skipped this question	2/12/2019 8:10 PM
35	Food bank/Pantry	Food bank.	2/12/2019 8:04 PM
36	Food bank/Pantry Fresh food School/Lunch Prog	Food pantry, after school meals, fruity, protein, vegetables and milk	2/12/2019 7:57 PM
37	Skip	Respondent skipped this question	2/12/2019 7:52 PM
38	School/Lunch Prog	After school programs	2/12/2019 7:46 PM
39	Access	hungry kids can't learn	2/12/2019 7:44 PM
40	Food bank/Pantry School/Lunch Prog	After school programs, food pantries.	2/12/2019 7:31 PM
41	Skip	Respondent skipped this question	2/12/2019 7:30 PM
42	Food bank/Pantry Fresh food Partnerships School/Lunch Prog Snap/wic	School food programs (esp. programs that bring in local, healthy food to schools), food banks, school food pantries, partnerships with farmer's markets, school gardens, WIC, SNAP benefits	2/12/2019 7:25 PM
43	Cultural/Diet Fresh food Partnerships School/Lunch Prog	*Food supports in the schools; food in those settings that is fresh and decent options for kids with food allergies (i.e. the kid with peanut allergies gets crackers and milk while the other kids get pb&j sandwiches). *Access to healthy food, on-site at school and after school + supports for healthy food at home too *More funding of food-based services for community organizations serving youth and families	2/12/2019 7:20 PM
44	Fresh food Information/Commun	Outreach and nutritious food	2/12/2019 7:08 PM
45	Skip	Respondent skipped this question	2/12/2019 7:00 PM
46	Access Education/Cooking cl	Access and education	2/12/2019 6:53 PM
47	Skip	Respondent skipped this question	2/12/2019 6:48 PM
48	Access Fresh food	higher quality food and cost effective service	2/12/2019 6:42 PM
49	Fresh food	Programs that provide high quality food and not processed and junk food that is cheaper	2/12/2019 6:37 PM
50	Access	Providing access to meals to all children	2/12/2019 6:36 PM
51	Access Food bank/Pantry School/Lunch Prog	The "no child left behind" program, food banks, some grocery stores allow children to have one piece of free fruit, free lunch program and much more.	2/12/2019 6:34 PM
52	Food bank/Pantry	local food banks	2/12/2019 6:14 PM
53	Education/Cooking cl Funding	Funding, education and expectation.	2/12/2019 6:02 PM
54	Access	Accessibility Grocery Stores in the community.	2/12/2019 5:58 PM
55	Fresh food	Quality menu	2/12/2019 5:45 PM
56	School/Lunch Prog	School meals	2/12/2019 5:38 PM
57	Access Education/Cooking cl Fresh food	Access to healthy nutritious food, taste testing new food, family education regarding food	2/11/2019 9:51 PM

58	Food bank/Pantry School/Lunch Prog	Afterschool suppers programs, community food pantries, free breakfast and lunch to students	2/11/2019 9:44 PM
59	Food bank/Pantry Food Delivery	meal services or food pantries (we operate one as part of our Family Relief Nursery)	2/11/2019 9:38 PM
60	Education/Cooking cl Funding	nutrition education pair with healthy choices and removing junk from schools so youth gain habits of eating healthy food. cost of healthy food.	2/11/2019 9:29 PM
61	Community Based Orgs Education/Cooking cl Snap/wic	Harvest for Healthy Kids curriculum for home visiting programs brings nutrition information to parents in their homes. Meals for Kids. SNAP.	2/11/2019 9:20 PM
62	Food bank/Pantry School/Lunch Prog	food banks, free/ reduced lunch, backpack programs	2/11/2019 9:08 PM
63	Access Funding	-flexibility in funding -fresh produce -quality food	2/11/2019 8:55 PM
64	Education/Cooking cl Snap/wic	SNAP, WIC, education for families about nutrition	2/11/2019 8:44 PM
65	Transporation	This area I haven't worked in. Guessing food stamps, free lunch programs, summer park free lunch, access to information, transportation, faith-based programs and programs in apartment complexes. Gardening is a really positive way to get folks feeling like they ate doing rather than taking, and also beautifying and community building, but it is a real feat to grow enough to really feed folks in an urban environment! I'd love to see it happen though! Garden boxes for all:)	2/11/2019 8:38 PM
66	Skip	I don't have much experience in this realm.	2/11/2019 8:31 PM
67	Skip	Respondent skipped this question	2/11/2019 8:25 PM
68	Access	Ensuring all programs are offering healthy foods.	2/11/2019 8:20 PM
69	Access	Has to be easy to choose a healthy snack. Kids need to be exposed to nutritious food in all their areas of play and learning. Parents need to be able to afford healthy food to make it a consistent part of home life.	2/11/2019 8:14 PM
70	Skip	(question skipped)	2/11/2019 8:04 PM
71	School/Lunch Prog	Free and reduced lunch, snack, and meals are very important to make sure all children are fed even if they don't have enough money for a nutritious meal.	2/11/2019 7:54 PM
72	Access Partnerships	Agencies with access to money and connections to provide the food on a regular basis	2/11/2019 7:46 PM
73	Education/Cooking cl	Education regarding food, education about resources and how to access them	2/11/2019 7:31 PM
74	Access Information/Commun	Access to where food banks, gardens, and soup kitchens are located in relation to families.	2/11/2019 7:18 PM
75	Food bank/Pantry Low Proof School/Lunch Prog Snap/wic	Free Lunch in School Nutritional Food offered in School, reduce sugar Food Banks where food is available whoever is in need Food Stamps- but sometimes the application/requirements and proof of evidence of need is tricky	2/11/2019 6:22 PM
76	Education/Cooking cl Partnerships	Relationship with USDA Nutritionist Partnership with Food Bank or another entity Teaching students about gardening and importance of living green	2/11/2019 2:35 PM
77	Snap/wic	Eligibility of snap benefits	2/10/2019 4:29 PM
78	Food bank/Pantry Partnerships School/Lunch Prog	We have help through PPS nutritional services for our after school meal, and through the PTA backpack program that partners with Take Action Inc, we also have a few community food closets in the neighborhood that are run by community churches.	2/7/2019 3:49 PM
79	Food bank/Pantry School/Lunch Prog Snap/wic	WIC, food stamps, food banks, healthy school lunches, gardens at schools, food not bombs	1/23/2019 2:44 PM

Q38 What barriers exist in providing healthy, nutritious food to hungry children in our community?

Answered: 80 Skipped: 15

#	RESPONSES	DATE
1	Shame/Stigma People not wanting to help out	2/28/2019 1:44 PM
2	Access Info/awareness Many families are uninformed of where to go, lack of transportation to the locations where the nutritious food locations are at.	2/22/2019 1:00 PM
3	Access Cultural Responsive Transportation to food pick up sites, limited access to food that is culturally appropriate, language may be a barrier at some food pantries	2/22/2019 11:57 AM
4	Access cost Education Lack of money and food education	2/19/2019 7:29 PM
5	Access Cultural Responsive Documentation/id Some services offer food at times when parents are working, need a lot of documentations to be eligible to get the food, no culturally appropriate foods, lack of being able to get the food to the families.	2/18/2019 1:02 PM
6	Access Info/awareness Funding, lack of knowledge or understanding of what it means to eat clean, processed food more affordable than "organic/healthy" food, transportation.	2/17/2019 9:05 PM
7	cost Funding Not enough money	2/14/2019 9:52 PM
8	Funding Funding and having enough	2/14/2019 9:49 PM
9	Skip Supervision of ingredients, environmental sanitation	2/14/2019 9:47 PM
10	Access cost Not having enough money and buying whats cheapest.	2/14/2019 9:41 PM
11	Access transportation	2/14/2019 9:36 PM
12	Skip n/a	2/14/2019 9:35 PM
13	Access Most donated food or food provided by non profits is not of the best quality.	2/14/2019 9:34 PM
14	Skip n/a	2/14/2019 9:33 PM
15	Cultural Responsive language barrier	2/14/2019 5:16 PM
16	Access availability of the food, location transportation by parents	2/14/2019 4:10 PM
17	Funding Not enough food funding to eat healthy. Parents need to want to be educated	2/14/2019 3:32 PM
18	Access high prices on the better food for us	2/14/2019 3:20 PM
19	Awareness cost money and resources	2/14/2019 3:09 PM
20	cost Info/awareness Money. Knowledge of who is in need.	2/13/2019 5:12 PM
21	Access choosing to give the cheapest food for children	2/13/2019 3:47 PM
22	Funding Not enough funding or systems in place to provide fresh perishable foods	2/13/2019 1:42 PM
23	Access Budget and the high prices form organic food	2/13/2019 12:58 PM
24	Access A lot of free good available do not have the best nutritional value.	2/13/2019 12:35 PM
25	Education Food banks, churches, WIC, SNAP are doing a good job. I see a lot of food distributions in our community and I don't see hungry children. I see low quality food, unhealthy choices. Education is the key.	2/13/2019 10:26 AM
26	Funding Not having enough funding to support these programs and to have enough programs available for the number of needy families in the community.	2/13/2019 9:24 AM
27	Skip Unsure	2/12/2019 11:51 PM
28	Funding Funding to purchase quality ingredients	2/12/2019 10:42 PM
29	Skip Respondent skipped this question	2/12/2019 8:40 PM

30	Skip	Respondent skipped this question	2/12/2019 8:34 PM
31	Access	Transportation Access to Healthy/Nutrition food	2/12/2019 8:27 PM
32	Access	Info/awareness Money/poverty Transportation Nutrition knowledge Lack of grocery stores (i.e. Food deserts) Schools lack of commitment and resource to address this.	2/12/2019 8:23 PM
33	cost	Money seems to be a thing.	2/12/2019 8:17 PM
34	Skip	Respondent skipped this question	2/12/2019 8:12 PM
35	Skip	Respondent skipped this question	2/12/2019 8:10 PM
36	cost	Funding Cost of food, little to no funding to support full-time food support specialists.	2/12/2019 8:04 PM
37	Access	Not having enough food for the amount of youth, nutrition specific (glutun free, dairy free)	2/12/2019 7:57 PM
38	Skip	Respondent skipped this question	2/12/2019 7:52 PM
39	cost	Money	2/12/2019 7:46 PM
40	Access	resources	2/12/2019 7:44 PM
41	cost	Cost, stigma.	2/12/2019 7:31 PM
42	Access	Access to affordable grocery stores with nutritious options, lack of transportation to food pantries, families lacking time to prepare healthy meals while juggling jobs	2/12/2019 7:30 PM
43	Access	cost Low-quality food served in school cafeterias, high food costs, lack of access to grocery stores in some communities, transportation	2/12/2019 7:25 PM
44	Access	Cultural Responsive *Resource referral/linkages (getting the food into the hands of families) *Lack of access to foods for kids that are culturally-specific and also provide sustenance for kids with food allergies *Lack of healthy, fresh good opens	2/12/2019 7:20 PM
45	Access	lack of outreach and transportation to obtain the food.	2/12/2019 7:08 PM
46	Access	Economic instability, access to transportation, power to cook or store food at home.	2/12/2019 7:00 PM
47	Access	access and education	2/12/2019 6:53 PM
48	Skip	Respondent skipped this question	2/12/2019 6:48 PM
49	cost	cost effective service	2/12/2019 6:42 PM
50	Education	Fresh Food People have different ideas of what is healthy. Often it is leftover donated food. TV is a big influence on what children want to eat. Parents often feed children what is quick and fast as they are working and have limited time.	2/12/2019 6:37 PM
51	Access	cost Children whose families who don't qualify for access to food because their parents income is great then federal poverty guidelines, even though the cost of living in Portland is high and most parents cant afford housing in the city anymore.	2/12/2019 6:36 PM
52	Funding	One barrier in mind would be the lack of funding we have to consistently provide healthy food to our children in the community.	2/12/2019 6:34 PM
53	Info/awareness	they are not thought about how it all works together	2/12/2019 6:14 PM
54	Funding	Funding, education and expectation.	2/12/2019 6:02 PM
55	Access	Healthier food options vs. processed junk. Accessibility to stores. Incorporate growing food / farms at school or in the community.	2/12/2019 5:58 PM
56	Fresh Food	Appetizing kid friendly meals	2/12/2019 5:45 PM
57	Access	Funding Info/awareness Funding, access to healthy, nutritious food (food deserts), lack of knowledge about food, lack of knowledge about services available in community.	2/11/2019 9:51 PM
58	Access	Info/awareness Healthy foods not affordable in some communities, Healthy foods not being promoted or accessible in some communities, lack of information to families	2/11/2019 9:44 PM
59	Skip	Respondent skipped this question	2/11/2019 9:38 PM
60	Access	cost cost primarily. also access can be an issue for some	2/11/2019 9:29 PM

61	Documentation/id Info/awareness Training	Threat of new "public charge" requirements. DHS bureaucracy and lack of trauma informed care. Making people jump through hoops. Lack of outreach.	2/11/2019 9:20 PM
62	Access Info/awareness	Lack of information, transportation	2/11/2019 9:08 PM
63	Funding	-flexibility in funding -fresh produce -quality food	2/11/2019 8:55 PM
64	Documentation/id	Families who don't qualify for SNAP, fresh fruits and vegetables are more expensive than other less healthy foods during certain parts of the year, families who don't receive enough SNAP because of immigration status	2/11/2019 8:44 PM
65	Access Info/awareness	Guessing funding, access to information and transportation.	2/11/2019 8:38 PM
66	cost Cultural Responsive	Meeting people's culturally-specific food needs. Also, the food provided through schools relies on cheap proteins like cheese, which is not healthy. For children with learning challenges like autism, they often experience associated gastrointestinal difficulties, and dairy is one of the first things a doctor will tell you to cut out.	2/11/2019 8:31 PM
67	Skip	Respondent skipped this question	2/11/2019 8:25 PM
68	Skip	NA	2/11/2019 8:20 PM
69	cost	Interest - kids are inspired by sugar and silly packaging. When spending their own money they choose this. We have made fruit and hot oatmeal free and kids have come to seek it out. Affordability for parents to be able to create healthy meals and healthy snacks. Other side of this...is not so much affordability but poverty wages and limited benefits prevent families from being able to choose good food. Not having opportunities to taste things or experiment with new foods/tastes and recipes.	2/11/2019 8:14 PM
70	Skip	(question skipped)	2/11/2019 8:04 PM
71	Access	Outside of school, it can be difficult for youth to access healthy, nutritious meals due to monetary & transportation reasons. It's important for any all day summer camp programming to offer free and reduced meals as well.	2/11/2019 7:54 PM
72	Info/awareness	Lack of awareness of the programs	2/11/2019 7:46 PM
73	cost Education Shame/Stigma	Expense, stigma surrounding outside assistance (such as food stamps), lack of education regarding healthy food and diet!	2/11/2019 7:31 PM
74	Access Cultural Responsive	Cultural competency! When families have access to food boxes/pantries, they often don't align culturally, and the family often times doesn't know how to cook (or don't have access to microwaves, freezers, etc) that the family ends up staying hungry, wasting food, etc.	2/11/2019 7:18 PM
75	Info/awareness	Lack of knowledge of services that provide healthy, nutritious food to hungry children. Redefinition of nutritious food: more water, less sugar, more natural food, less processed food. The promotion of community vegetable gardens in all PDX.	2/11/2019 6:22 PM
76	Access	Lack of access to nutritional foods in their neighborhoods Lack resources to purchase healthy foods Lack of training related to healthy food options	2/11/2019 2:35 PM
77	Documentation/id	Parents not qualifying for benefits because of gross income. Often their net is much less	2/10/2019 4:29 PM
78	Access cost	transportation of food, worry of socioeconomic bullying when children take home a specific back pack, that may be too heavy for them if they take the bus. cost, variety, actual fresh fruits and vegetables, quality of food, not just high sugar/ starch foods.	2/7/2019 3:49 PM
79	Funding Info/awareness	Funding and lack of awareness of the need	2/7/2019 11:01 AM
80	Access	not enough resources	1/23/2019 2:44 PM

Q39 What barriers exist for families in accessing or using emergency food programs?

Answered: 81 Skipped: 14

#	RESPONSES	DATE
1	Access No having enough support	2/28/2019 1:44 PM
2	Language barriers Transportation Language and transportation.	2/22/2019 1:00 PM
3	Language barriers Transportation language/culture knowledge/awareness of programs transportation	2/22/2019 11:57 AM
4	shame/stigma Not knowing and shame	2/19/2019 7:29 PM
5	information/awarness Transportation lack of transportation	2/19/2019 11:52 AM
6	Transportation To far, too much documentations to get the food, no transportation to get the food to the families, food available during times that do not work for the family.	2/18/2019 1:02 PM
7	Transportation Transportation, location, communication	2/17/2019 9:05 PM
8	income guidelines They don't qualify	2/14/2019 9:52 PM
9	Transportation Transportation	2/14/2019 9:49 PM
10	information/awarness No corresponding guarantee	2/14/2019 9:47 PM
11	shame/stigma Families can be emberassed to go out and look for food.	2/14/2019 9:41 PM
12	information/awarness The information or services are not readily available	2/14/2019 9:36 PM
13	Access more locations easy to acceses	2/14/2019 9:35 PM
14	information/awarness Transportation Lack of knowledge of where to access them as well as a lack of transportation to access the food.	2/14/2019 9:34 PM
15	skip n/a	2/14/2019 9:33 PM
16	Language barriers language barrier	2/14/2019 5:16 PM
17	Access there are limited locations days hours and you have to give ID. They just need to show up and be able to get what they need	2/14/2019 4:10 PM
18	shame/stigma Embarrassed	2/14/2019 3:32 PM
19	Transportation transportation and unawareness where to find programs	2/14/2019 3:09 PM
20	information/awarness Awareness of what programs exist.	2/13/2019 5:12 PM
21	Transportation transportation fear of INS	2/13/2019 3:47 PM
22	Cult foods/Diet rest information/awarness Transportation Stigma lack of transportation food that doesn't match their culture	2/13/2019 1:42 PM
23	information/awarness Information and communicating to families	2/13/2019 12:58 PM
24	information/awarness Lack of promotion where free food pantries are. Our people need the food, it's hard to find it. No signs and no promotion anywhere.	2/13/2019 12:35 PM
25	skip Families have access to food programs	2/13/2019 10:26 AM
26	Transportation Not having the transportation to get to these programs or transport the food, not having programs close to where they live.	2/13/2019 9:24 AM
27	Transportation Transportation and unsure of where to go	2/12/2019 11:51 PM
28	information/awarness Transportation Lack of information on where these services can be found. Lack of reliable transportation.	2/12/2019 10:42 PM
29	skip Respondent skipped this question	2/12/2019 8:40 PM

30	information/awarness Transportation	Lack of knowledge of programs, transportation, shame	2/12/2019 8:34 PM
31	Transportation	Transportation Limitation on number of visits Not always wild about the offerings Families staying in motels/cars do not have access to cook so food bank items are not always helpful	2/12/2019 8:27 PM
32	skip	Respondent skipped this question	2/12/2019 8:23 PM
33	Transportation	Transportation not knowing.	2/12/2019 8:17 PM
34	skip	Respondent skipped this question	2/12/2019 8:12 PM
35	skip	Respondent skipped this question	2/12/2019 8:10 PM
36	Access	Location of food banks, method of distribution of food boxes that does not allow for consumer choice and voice.	2/12/2019 8:04 PM
37	Transportation	Children having no source of transportation to access food	2/12/2019 7:57 PM
38	skip	Respondent skipped this question	2/12/2019 7:52 PM
39	information/awarness Transportation	Pride, embarrassment, transportation and lack of resources.	2/12/2019 7:46 PM
40	Access	only open limited hours	2/12/2019 7:44 PM
41	Access	Location, time of day.	2/12/2019 7:31 PM
42	Transportation	Transportation, awareness	2/12/2019 7:30 PM
43	Transportation	Restrictions on how often these programs can be used, transportation, hours.	2/12/2019 7:25 PM
44	Cult foods/Diet rest information/awarness	*Lack of knowledge of what is available and where *Lack of food that is available that is culturally specific *Lack of food that is available that can appropriately feed individuals with medical dietary restrictions and food allergies *Not enough resources to serve families throughout the year, not just at holiday time	2/12/2019 7:20 PM
45	Transportation	transportation	2/12/2019 7:08 PM
46	Transportation	Transportation and knowledge that the program exists.	2/12/2019 7:00 PM
47	Transportation	transportation	2/12/2019 6:53 PM
48	skip	Respondent skipped this question	2/12/2019 6:48 PM
49	Cult foods/Diet rest	advocates in the community that families trust connected to services	2/12/2019 6:42 PM
50	Cult foods/Diet rest Transportation	Food provided not culturally appropriate or recognized Transportation Families learning how to budget and buy on sale in bulk is hard to do when you have unpredictable income or low income.	2/12/2019 6:37 PM
51	income guidelines	Income guidelines	2/12/2019 6:36 PM
52	income guidelines	One barrier could be the amount of access a family could recieve from a program. Also once again the income limits that would meet poverty guidelines. Working families who may be a little over income may be still struggling majorly etc.	2/12/2019 6:34 PM
53	income guidelines	not in the right bracket to receive them	2/12/2019 6:14 PM
54	information/awarness	Funding, education and expectation.	2/12/2019 6:02 PM
55	shame/stigma	Shame Embarrassment Not knowing about resources Accessibility	2/12/2019 5:58 PM
56	Transportation	Transportation to obtain the food	2/12/2019 5:45 PM
57	Cult foods/Diet rest information/awarness Transportation	Culturally appropriate food options, location of food programs, lack of knowledge about where to go, negative stigma associated with programs, lack of transportation	2/11/2019 9:51 PM
58	information/awarness Transportation	Shame, lack of transportation, lack of information	2/11/2019 9:44 PM
59	skip	Respondent skipped this question	2/11/2019 9:38 PM
60	Transportation	ransportation and hours of operation	2/11/2019 9:29 PM
61	information/awarness Transportation	poor quality food. Lack of information. transportation.	2/11/2019 9:20 PM

62	information/awarness Transportation	Transportation, shame, lack of information, fear	2/11/2019 9:08 PM
63	Transportation	-transportation -quality of food -stigma	2/11/2019 8:55 PM
64	Transportation	Transportation, knowing where the programs are and how to access them, time including work schedule	2/11/2019 8:44 PM
65	shame/stigma	Also, though many folks are happy to receive, some might be proud to not ask, not want to seem in need! Give people a way to contribute, even a little. Volunteer time, or plant that seed.	2/11/2019 8:38 PM
66	Cult foods/Diet rest	Cultural food preferences may not be met with food boxes, or may not meet individual dietary requirements (see comment above)	2/11/2019 8:31 PM
67	skip	Respondent skipped this question	2/11/2019 8:25 PM
68	Transportation	Transportation, unaware of locations	2/11/2019 8:20 PM
69	information/awarness	Very specific times when they might not be available. A lack of dignity in some emergency food models can affect this. Feeling of safety for undocumented families in accessing benefits/food programs.	2/11/2019 8:14 PM
70	skip	(question skipped)	2/11/2019 8:04 PM
71	Language barriers	If they have to turn in a lot of paperwork, this is another barrier. If they speak another language, this could be a barrier.	2/11/2019 7:54 PM
72	shame/stigma	Same as above Feelings of shame	2/11/2019 7:46 PM
73	shame/stigma	Stigma, they do not know about the programs	2/11/2019 7:31 PM
74	Transportation	Transporting/picking up food. Allergies, picky eaters, finding food for babies/infants.	2/11/2019 7:18 PM
75		I have observed that this service is growing and is getting more accessible, which is good.	2/11/2019 6:22 PM
76	skip	SAB	2/11/2019 2:35 PM
77	Access	places to get food and various times. Many of our families struggle because the times food banks and food box organizations are only during the day when people are at work. there need to be more opportunity for evening or weekend help.	2/11/2019 10:03 AM
78	Transportation	Access and transportation to food service programs	2/10/2019 4:29 PM
79	Cult foods/Diet rest Transportation	religious discrimination, judgement, transportation, language, cultural stigmas and traditions. knowledge of the space even existing. It is nearly impossible to take home a box of food on the bus with any grace or pride, especially if a parent has children to mind as well.	2/7/2019 3:49 PM
80	Cult foods/Diet rest information/awarness Transportation	Transportation Food that does not reflect their culture, i.e. Halal, Kosher, etc. Food that is not quality, i.e. expired, not while food, lack of fresh meat and produce	2/7/2019 11:01 AM
81	Cult foods/Diet rest Transportation	transportation, cultural barriers, red tape	1/23/2019 2:44 PM

Q40 What are 3 concrete steps the Levy can take to end food insecurity for children, youth and their families?

Answered: 76 Skipped: 19

#	RESPONSES	DATE
1	skip Na	2/28/2019 1:44 PM
2	Programs Maybe there is a way to fund home visiting programs to bring food on the home visits. For example something like meals on wheels, but the home visitors bring food that is given to the program to give to the families.	2/22/2019 1:00 PM
3	Culturally Specific 1) continue to invest in culturally specific and responsive hunger relief programs	2/22/2019 11:57 AM
4	Programs Providing resources (any kind) for families in schools and organizations	2/19/2019 7:29 PM
5	Systems change advocate to decrease food deserts in Portland's neighborhoods	2/19/2019 11:52 AM
6	Culturally Specific Transportation Food being accessible to families, transportation to deliver the food and have culturally appropriate foods.	2/18/2019 1:02 PM
7	Increase locations Systems change Lower the guidelines more locations and increase the age	2/14/2019 9:52 PM
8	Transportation Transportation amount per family size	2/14/2019 9:49 PM
9	Partnerships Government-led, community implementation, absorbing all parties	2/14/2019 9:47 PM
10	Programs Go out to schools and have variety of food selections for free or cheaper than stores.	2/14/2019 9:41 PM
11	Transportation identifies the people in need transportation and or delivery to the food services information on where to receive and or ask for help	2/14/2019 9:36 PM
12	skip n/a	2/14/2019 9:35 PM
13	Food pantries Ensure funds go to healthy food and that food pantries are spread through the city and is promoted publicly.	2/14/2019 9:34 PM
14	skip n/a	2/14/2019 9:33 PM
15	Programs the summer lunch program is great and school lunches but dinner's and weekend meals can still be hard for families offering options like a voucher monthly for those meals	2/14/2019 4:10 PM
16	Education Offer food classes in the community, or fresh food vouchers	2/14/2019 3:32 PM
17	Education Info/Com/norm Education. Get the word out that, literally and figuratively speaking, a closed mouth does not get fed. Advertise that food is the one basic need that fuels success.	2/13/2019 5:12 PM
18	Equity Parent Engagement Parent involvement, engage parents to be part of decision making programs	2/13/2019 3:47 PM
19	Culturally Specific reducing stigma by making the programs more discreet such as the backpack food programs getting food that is more culturally specific getting food that is fresh, perishable, and healthy	2/13/2019 1:42 PM
20	Education Info/Com/norm Information, educating parents and beat prices	2/13/2019 12:58 PM
21	Partnerships Make sure the community knows who you are, where to find you and what you offer. Promote your location and your services openly Partner with organizations like Albina Head Start. We have families in need that will benefit from your services.	2/13/2019 12:35 PM
22	Food banks 1. Help fund Head Start/Early Head Start. 2. Help fund food banks 3. Provide resources or workshops to teach parents how to purchase & prepare food with a very limited budget. Have budgeting workshops.	2/13/2019 9:24 AM
23	Funding Make sure head Start has enough/more food to feed the children if they want seconds.	2/12/2019 11:51 PM

24	Food banks Programs 1. Weekly food bank at schools 2. "Food truck"- delivery service that brings food to certain locations consistently each month. (IE school, Head Start, shelter, community center) 3. Utilize 211 to promote food bank services	2/12/2019 10:42 PM
25	skip Respondent skipped this question	2/12/2019 8:40 PM
26	Info/Com/norm Partnerships Provide informational sessions, connect with families when their children are younger to build community and reduce shame, use local community centers as access points for food dispersal	2/12/2019 8:34 PM
27	Programs - More focus on families at the lowest income - Whatever resource is funded, ensure ALL other PCL program staff have information on how to access it - Advertise it and normalize it! Libraries, schools, WIC offices, County Health Clinics, etc.	2/12/2019 8:27 PM
28	Programs skip Advocate for school policies that support healthy and free options for children living in poverty. Ask families this question Support afterschool programs who effectively address this	2/12/2019 8:23 PM
29	Transportation Provide transportation resources, offer delivery options, make them more readily available.	2/12/2019 8:17 PM
30	skip Respondent skipped this question	2/12/2019 8:12 PM
31	skip Respondent skipped this question	2/12/2019 8:10 PM
32	Programs 1. fund Food Support Specialists positions 2. fund programs that allow for hungry consumers to "shop" for food instead of becoming passive recipients of donated food that is not of their choosing 3.?	2/12/2019 8:04 PM
33	Access Food banks Food pantries Transportation Food box access, meal delivery (Meals on wheels), More afterschool meal access (SUN, NAYA, ect..)	2/12/2019 7:57 PM
34	skip Respondent skipped this question	2/12/2019 7:52 PM
35	Programs Offering food during after school programs. Offer food gift cards to families in need so that they don't have to feel embarrassed getting food. Check on families to identify family needs.	2/12/2019 7:46 PM
36	Food banks Programs support family's at there kids schools or a delivery program more evening food banks	2/12/2019 7:44 PM
37	Access Sending food home with children	2/12/2019 7:31 PM
38	skip Respondent skipped this question	2/12/2019 7:30 PM
39	Food banks Partnerships Programs Partner with organizations that are already working to end food insecurity-- Oregon Food Bank, FoodCorps, Urban Gleaners, etc. Provide resources for schools to provide healthy food options to kids.	2/12/2019 7:25 PM
40	Programs *Provide more funding for food provision/services in programs serving kids/youth/families (for ex: currently we serve families and kids aged 0-18, but no portion of our contracts covers the cost of feeding these individuals) *Build stronger community partnerships between schools, social service agencies, and non-profits to collaborate in ending food insecurity as part of a connected network not a collection of silos. *Contribute toward the increase in development of community gardening programs	2/12/2019 7:20 PM
41	Food pantries Programs food pantrys in schools weekly food distribution outreach in different languages	2/12/2019 7:08 PM
42	Food banks Programs More food banks at schools, guaranteed breakfast, lunch, and dinner for students involved in after school care, schools offer resources and information on local food banks and can assist families in applying for SNAP benefits.	2/12/2019 7:00 PM
43	Food banks have drop off options from the food banks.	2/12/2019 6:53 PM
44	skip Respondent skipped this question	2/12/2019 6:48 PM
45	Funding Partnerships 1. create relationships with quality local service providers 2. funding for quality food 3. long term planning to assist families towards food security	2/12/2019 6:42 PM
46	Education Make it easy to access: more fresh foods Cooking classes	2/12/2019 6:37 PM
47	Systems change Support a readjustment in who qualifies for food based off income.	2/12/2019 6:36 PM
48	Info/Com/norm get more education out there, make	2/12/2019 6:14 PM

49	Education Info/Com/norm	Educating children and families about food insecurity and taking the stigma away from asking for help.	2/12/2019 6:02 PM
50	Programs	Create more food programs in schools / Head Start centers. Support programs like Portland Backpack Program. Vouchers for school age kids - similar to WIC.	2/12/2019 5:58 PM
51	Food banks	Offer a food closet Food banks Food boxes	2/12/2019 5:45 PM
52	Food pantries	1. Fund food-related education programming for families and students. 2. Increase money to increase food pantry locations and to hire staff to run food distributions. 3. Work on policies to help reduce cost of health foods and to decrease presence of food deserts.	2/11/2019 9:51 PM
53	Food pantries	Funding so that pantries and or other food services can be offered throughout the community, also funding so that if a family can't afford	2/11/2019 9:44 PM
54	skip	Respondent skipped this question	2/11/2019 9:38 PM
55	Transportation	more sites (even they are small) where families can easily access food. transportation - bringing food to certain schools/events	2/11/2019 9:29 PM
56	Culturally Specific Education	Increase SNAP access. Education about health effects of sugar and how to set limits. Many low-income families are very good at cooking nutritious food at home. In my experience immigrant families are especially good at this. Reducing racism and supporting connections between low-income families from diverse communities could increase nutrition information access and healthy recipes.	2/11/2019 9:20 PM
57	Research	Increase funding for programs that are making an impact on ending food insecurity, funding for research on ending food insecurity, and gather more information on the communities that are being served and their needs	2/11/2019 9:08 PM
58	Partnerships Transportation	-raise the access to quality, perishable items -reduce transportation barriers -increase partners to distribute	2/11/2019 8:55 PM
59	Transportation	Advocate for more families to be eligible for SNAP, Transportation for families to pick up emergency food, education about nutrition	2/11/2019 8:44 PM
60	Access Education	Help adults in anyway to maintain job security, access food programs, rethinking/educate about food production and distribution, access and community gardens.	2/11/2019 8:38 PM
61	Access	Provide non-allergenic food choices	2/11/2019 8:31 PM
62	skip	Respondent skipped this question	2/11/2019 8:25 PM
63	Programs	Offer food programs at schools, family dinners at centers	2/11/2019 8:20 PM
64	Systems change	When funding programs, beyond looking just at numbers of children reached, figure out a way to assess whether program is shifting outcomes long term. We are all (rightly so) consumed with meeting the immediate need, but I am concerned that we are not changing underlying systems of poverty and racism. I dont know how we do that...but it could start with funders reconsidering their values around "growth" meaning more served, more pounds. There are many programs doing great work and needing to continue funding the work they are currently doing. As a funder, PCL can move away from asking for a new fresh project, to funding committed to deepening and existing effective program.	2/11/2019 8:14 PM
65	skip	(question skipped)	2/11/2019 8:04 PM
66	Food banks Programs Systems change	-include \$\$ in grants for healthy meals for summer camp programs outside of the school system. -create more food banks easily accessible by youth & their families -make sure kids have enough healthy snacks/meals in after school programs	2/11/2019 7:54 PM
67	Culturally Specific Programs	Tailoring to cultural food preferences Coming out to schools and learning about their populations	2/11/2019 7:46 PM
68	Food pantries	Provide resource lists to families regarding food pantries or emergency services, educate regarding healthy food, provide healthy food when people seek emergency food services	2/11/2019 7:31 PM
69	Culturally Specific Transportation	Transportation for families, catering to families specifically based on who is in the family (age!), and cultural competency in relation to food and cuisine.	2/11/2019 7:18 PM
70	Food banks Partnerships	-Educate parents about nutrition promote healthy snacks and drinking clean water. -Make partner with Food Banks -Promote community vegetable gardens in Levy locations, managed by volunteer parents	2/11/2019 6:22 PM

71	Education Provide resources to teach, make available and support programs that divide this support to the children, youth and their families.	2/11/2019 2:35 PM
72	Food pantries help organizations that already serve families establish, sustain and maintain food pantries at their various locations.	2/11/2019 10:03 AM
73	support Transportation Offer emergency food delivery, advocate for snap benefits	2/10/2019 4:29 PM
74	Transportation publicize resources in a broader way, making people aware these resources exist, make sure there is no religious pressure coming from the helping organizations, provide delivery or transportation options.	2/7/2019 3:49 PM
75	Culturally Specific Food banks Programs Transportation More food banks and transportation services to get to the food banks More food offered at school Increase quality of food and cultural relevance	2/7/2019 11:01 AM
76	Education "meals on wheels" type program for low-income families, more outreach on food programs available, low income gardening type classes	1/23/2019 2:44 PM

Q41 What services are critically needed to help children and youth in foster care succeed?

Answered: 71 Skipped: 24

#	RESPONSES	DATE
1	Culturally Responsive Providing culturally responsive foster parents	2/28/2019 1:45 PM
2	Culturally Responsive Certify more families from the refugee and immigrant communities. There needs to be more foster care services in other languages.	2/22/2019 1:03 PM
3	Culturally Responsive Culturally specific and responsive programming Ideally matching youth with families who share language and/or cultural background	2/22/2019 12:00 PM
4	Mentoring Counseling Mentoring Afterschool programs	2/19/2019 7:32 PM
5	Foster/Bio support Have co-located advocates that can get the family the supports they need, trauma informed workers, ways to connect children to their roots, services to prepare kids academically and to be self-sufficient.	2/18/2019 1:09 PM
6	Foster/Bio support More foster care Parents	2/14/2019 9:52 PM
7	Foster/Bio support In depth back ground checks and support	2/14/2019 9:49 PM
8	Individualized support One-on-one service	2/14/2019 9:47 PM
9	Skipped Access to see other they want.	2/14/2019 9:41 PM
10	Transition Services support from all sides, help with transitioning out of care and reminders that they have a voice in their care.	2/14/2019 9:36 PM
11	Skipped n/a	2/14/2019 9:35 PM
12	Foster/Bio support Enduring foster parents are trained and monitored regularly. Find way in which access to any program is consistent.	2/14/2019 9:34 PM
13	Skipped n/a	2/14/2019 9:33 PM
14	Foster/Bio support support foster families	2/14/2019 5:20 PM
15	Foster/Bio support More foster care parents	2/14/2019 3:34 PM
16	Foster/Bio support Money. Great foster care parents like my own mother was to my foster brothers and sisters.	2/13/2019 5:16 PM
17	Foster/Bio support constant visitations to foster care home so children feel safe talking to other people as well	2/13/2019 3:51 PM
18	Culturally Responsive Transition Services Getting foster care children more services Helping foster care children transition out of foster care to adulthood with more supports and a more gradual transition Helping foster care children to be placed with foster care parent who match their racial identity	2/13/2019 1:48 PM
19	Foster/Bio support Social Emotional Making sure they are fostered by loving supporting families and services that provide sports, arts and music opportunities to fill their free time and support them socially emotionally	2/13/2019 1:36 PM
20	Culturally Responsive Social Emotional Find the family that fit the child needs and culture and social emotional need.	2/13/2019 1:01 PM
21	Social Emotional Loving caring committed families. Willing to walk the extra mile with our kiddos.	2/13/2019 12:39 PM
22	Foster/Bio support Having good trainings for Foster care providers and making sure that the providers are screened well and monitored to make sure they are providing a safe and loving home to the children/youth.	2/13/2019 9:36 AM
23	Mentoring Making sure they are still able to come to school. Having someone consistent in their life if they are going from foster home to foster home such as a mentor	2/12/2019 11:53 PM

24	Mentoring 1. Counseling 2. Mentoring 3. Academic tutoring (as needed) for children who may have to switch schools or are so consumed by any instability in their lives that they cannot focus on school work.	2/12/2019 10:46 PM
25	Skipped Respondent skipped this question	2/12/2019 8:40 PM
26	Foster/Bio support Foster families trained in trauma-informed care, access to affordable/free childcare, access to therapy for children and families	2/12/2019 8:35 PM
27	Mental health - More focus on families at the lowest income - Whatever resource is funded, ensure ALL other PCL program staff have information on how to access it - Advertise it and normalize it! Libraries, schools, WIC offices, County Health Clinics, etc.	2/12/2019 8:27 PM
28	Mental health Our foster care system desperately needs more foster care families, but also needs current and new families who are truly committed to supporting children and who have the knowledge and skills to do so. DHS needs to better leverage community providers and funders to address this. Our foster care youth are disproportionately black and brown, end up homeless, and are being trafficked. They are commonly are most vulnerable youth. We need ongoing, dedicated resources to support them. In addition, to more health families fostering youth, we need other intervention services, including shelters/transitional housing, and programs that support them as they are aging out of the system and forced to be on their own--often without family or other supports. There also needs to be LGBTQ specific resources, since this is another population disproportionately represented in foster care, homeless services and programs/services for youth being sex trafficked.	2/12/2019 8:23 PM
29	Foster/Bio support Support	2/12/2019 8:18 PM
30	Skipped Respondent skipped this question	2/12/2019 8:12 PM
31	Skipped Respondent skipped this question	2/12/2019 8:10 PM
32	Foster/Bio support More quality foster care homes and parents.	2/12/2019 8:04 PM
33	Foster/Bio support Over coming barriers, resource and referral access, case mangagment, more ILP funds for housing	2/12/2019 7:58 PM
34	Foster/Bio support Ensure that Child Welfare workers have caseloads which don't overload them in order to promote goodness of fit between the child's needs and the foster family. Improved training for foster parents related to trauma informed care, ACES, and how to support children with significant behavioral challenges as a result of trauma.	2/12/2019 7:53 PM
35	Social Emotional Positive interactions and love.	2/12/2019 7:49 PM
36	Transition Services Services helping youth successfully transition out of foster care when they age out of the system.	2/12/2019 7:30 PM
37	Foster/Bio support More foster families, more access to counselors and people trained in helping kids work through trauma, grief. etc.	2/12/2019 7:26 PM
38	Culturally Responsive Mental health Mentoring *Increased funding for mental health services *Increased funding for mentors for foster youth *Increased training for child welfare workers, judges, CASAs, and attorneys on trauma-informed practices, culturally-responsive practices, and strengths-based approaches *More culturally-specific/responsive foster placements *More accountability for child welfare	2/12/2019 7:20 PM
39	Mentoring mentoring, monitoring	2/12/2019 7:08 PM
40	Skipped Respondent skipped this question	2/12/2019 7:00 PM
41	Foster/Bio support Bio parent involvement.	2/12/2019 6:53 PM
42	Foster/Bio support support for emotional and trauma	2/12/2019 6:49 PM
43	Enrichment access to activities and enrichment that is focused on foster youth	2/12/2019 6:43 PM
44	Foster/Bio support Parent and child bonding support programs	2/12/2019 6:39 PM
45	Social Emotional social emotional services	2/12/2019 6:39 PM
46	Social Emotional good families	2/12/2019 6:16 PM
47	Foster/Bio support Quality foster families.	2/12/2019 6:03 PM

48	Foster/Bio support	Quality Foster Homes. More respect for Foster parents. (I was a FP many years ago.) More support for Foster Parents and the children in the system. (Too much turn around.0	2/12/2019 6:02 PM
49	Foster/Bio support	Hygiene support	2/12/2019 5:46 PM
50	Foster/Bio support	Trauma-informed training for school day staff, extra academic support as needed, safe spaces and adults for students in foster care.	2/11/2019 9:53 PM
51	Mentoring	Community programs for students to be a part of so that they can feel a part. Mentorship programs too	2/11/2019 9:45 PM
52	Skipped	Respondent skipped this question	2/11/2019 9:38 PM
53	Foster/Bio support	stability in a SAFE foster home - better screening higher engagement with communities of color so youth of color can be placed within their own community	2/11/2019 9:30 PM
54	Mentoring	Correct issues of power and discrimination in family court and child protective services system. Increase research for effective interventions of substance abuse/addiction issues that attend to children's needs. Educate judges, lawyers and child protective services workers about child development, parent-child attachment, histories of discrimination against black, native American and immigrant children and parents. As well as histories of discrimination against women with drug addictions, survivors of domestic violence and otherwise marginalized women. Open Adoption and Family Services has a very cool model that is cost prohibitive to most families but could certainly be learned from. Support home visiting programs. Provide training to home visitors in how to best support children in foster care system. Connect children to long-term mentors.	2/11/2019 9:21 PM
55	Skipped	N/A	2/11/2019 9:09 PM
56	Mental health Mentoring	-mental health -mentors -a voice at court	2/11/2019 8:55 PM
57	Foster/Bio support Social Emotional	Stable foster homes with foster parents who form secure attachments to the children, programs that teach social emotional skills before they enter kindergarten like relief nurseries specifically in areas of town where services are lacking like East Portland and SW Portland. Although the levy doesn't serve towns other than Portland, there is a lack of service in Gresham, Troutdale, Wood Village where many families are moving due to rising housing costs in Portland	2/11/2019 8:45 PM
58	Mentoring	Again guessing, but mentoring programs seem essential, so that children whose foster situations are unstable or changing have someone who follows them all the way through and cares.	2/11/2019 8:38 PM
59	Skipped	Respondent skipped this question	2/11/2019 8:32 PM
60	Skipped	Respondent skipped this question	2/11/2019 8:26 PM
61	Mentoring	Consistent programming/staff. Long term services, mentoring, culturally specific programming	2/11/2019 8:21 PM
62	Skipped	Respondent skipped this question	2/11/2019 8:14 PM
63	Skipped	(question skipped)	2/11/2019 8:04 PM
64	Mentoring	-mentors & advocates to help guide & advise youth on resources available to them. It would be great if this were someone outside of DHS	2/11/2019 7:55 PM
65	Foster/Bio support	Consistent loving care Respite for the providers Opportunities to come together as a foster care community	2/11/2019 7:46 PM
66	Foster/Bio support	Trauma informed approach, foster parent support, biological parent support	2/11/2019 7:31 PM
67	Mentoring	Having a say in where they are placed after removal from their families I think is the most critical. Financial support, mentor ship, and assistance in later adolescence accessing a car, job, etc.	2/11/2019 7:19 PM
68	Culturally Responsive Family Reunification	Counseling services More time with family members if possible and safe Give and promote hope. Educational, artistic, cultural, recreational activities	2/11/2019 6:23 PM
69	Culturally Responsive Mental health Mentoring	Healthy foster families Supportive programs equipped to work with trauma exposed children and youth Culturally specific programs to support them with mental health counseling, mentoring and other services	2/11/2019 2:36 PM

70	Foster/Bio support	Removal prevention	2/10/2019 4:29 PM		
71	Culturally Responsive	Family Reunification	Mentoring	strong reunification services with birth family, connection to steady mentor, access to culturally appropriate and enriching activities,	1/23/2019 2:46 PM

Q42 What resources (family, community, schools, etc.) could be leveraged to help children and youth in foster care succeed?

Answered: 68 Skipped: 27

#	RESPONSES	DATE
1	Skipped I'm really not sure but maybe support	2/28/2019 1:45 PM
2	Schools Maybe something like large clothing companies can give new clothes to schools and non-profits who are working with the foster youth.	2/22/2019 1:03 PM
3	Community Based Support In the immigrant and refugee community, there are many families/community members who are willing to step up and help out when youth need to find a new home.	2/22/2019 12:00 PM
4	Community Based Support Mentors Reunification Schools Community based programs that focus on parenting, healing from trauma, mentoring, after school programs, services for the birth families and housing.	2/18/2019 1:09 PM
5	Community Based Support Schools More family community and school activities	2/14/2019 9:52 PM
6	Skipped I don't know	2/14/2019 9:49 PM
7	Community Based Support Community-based	2/14/2019 9:47 PM
8	Recruitment Involve all types of families	2/14/2019 9:41 PM
9	Skipped n/a	2/14/2019 9:35 PM
10	Skipped n/a	2/14/2019 9:33 PM
11	Mentors mentoring big sister/brother	2/14/2019 4:12 PM
12	Community Based Support Remove some of the rules so children and parents can be normal enough to strive in their community	2/14/2019 3:34 PM
13	Systems Priority of services because of the fragile situation.	2/13/2019 5:16 PM
14	Programs connections among all the programs .. liability..	2/13/2019 3:51 PM
15	Programs More life skills classes helping them to transition to adulthood successfully	2/13/2019 1:48 PM
16	Skipped I'm not familiar with the Foster care system	2/13/2019 1:36 PM
17	Reunification this is more than resources, for me the main thing is finding a god family for those children,	2/13/2019 1:01 PM
18	Schools Social Emotional A consistent home and school environment will enhance social emotional environment at home. With that piece in place, the school has more than 80% of the battle won for cognitive development. Stable homes and families.	2/13/2019 12:39 PM
19	Mentors Programs Placing Foster children as priority status in getting into Head Start/Early Head Start and other preschool programs. Connecting Foster youth with good mentoring programs.	2/13/2019 9:36 AM
20	Social Emotional Meet ups with the children. Fun outings so all the Children who are there all have something in common.	2/12/2019 11:53 PM
21	Community Based Support Mentors/tutors from the community	2/12/2019 10:46 PM
22	Skipped Respondent skipped this question	2/12/2019 8:40 PM
23	Skipped Respondent skipped this question	2/12/2019 8:35 PM
24	Skipped This is a very difficult question from the perspective of imagining how to allocate City of Portland tax dollars.	2/12/2019 8:27 PM
25	Skipped Respondent skipped this question	2/12/2019 8:23 PM
26	Skipped All of the aforementioned.	2/12/2019 8:18 PM

27	Skipped	Respondent skipped this question	2/12/2019 8:12 PM
28	Skipped	Respondent skipped this question	2/12/2019 8:10 PM
29	Support/Stability training	I believe there are a lot of families interested and willing to provide this support that have been turned off to the process due to the manner in which DHS regards them. Potential foster families need support and on-going training.	2/12/2019 8:04 PM
30	Community Based Support	Family Sibling nights, full family involvement with community events or DHS collaboration	2/12/2019 7:58 PM
31	Community Based Support	Increased community support, organizations such as Every Child which have provided support to Foster Families, Children, and Child Welfare.	2/12/2019 7:53 PM
32	Mentors	Mentors that are relatable.	2/12/2019 7:49 PM
33	Skipped	Respondent skipped this question	2/12/2019 7:30 PM
34	Skipped	Respondent skipped this question	2/12/2019 7:26 PM
35	Community Based Support	*Greater collaboration between all partners and stakeholders *Foster youth given more voice *More funding for mental health services for foster youth *Greater opportunities for foster youth to build community and connection with each other	2/12/2019 7:20 PM
36	Community Based Support Schools	family community and schools	2/12/2019 7:08 PM
37	Skipped	Respondent skipped this question	2/12/2019 7:00 PM
38	Reunification	In home safety services to keep children with their parent.	2/12/2019 6:53 PM
39	Skipped	Respondent skipped this question	2/12/2019 6:49 PM
40	Programs Schools	schools, programs that work with foster youth	2/12/2019 6:43 PM
41	Reunification	Programs connecting children to their parents during this separation. Safe visit places, prison bonding programs, more support for fathers working through foster care systems.	2/12/2019 6:39 PM
42	Programs	Connect foster programs more closely to programs such as the morrison center	2/12/2019 6:39 PM
43	Skipped	all of them	2/12/2019 6:16 PM
44	Recruitment Support/Stability	Support groups for families and children, access to quality services, more incentive to be a foster parent.	2/12/2019 6:03 PM
45	Mentors	Support. Mentor. Lots of things.	2/12/2019 6:02 PM
46	Reunification	Counseling Hygiene classes Self esteem classes	2/12/2019 5:46 PM
47	Community Based Support Mentors Schools	Low-cost or free education for staff regarding trauma-informed care, community volunteers to help with academic support, community and school adults to act as mentors.	2/11/2019 9:53 PM
48	Programs	Programs specifically for them,	2/11/2019 9:45 PM
49	Skipped	Respondent skipped this question	2/11/2019 9:38 PM
50	Recruitment Support/Stability	family - if there are several members that could be pre-qualified as a foster family, youth might have more options before they go out-side the family. of course, this is not always an option, but could work in some cases.	2/11/2019 9:30 PM
51	Skipped	Respondent skipped this question	2/11/2019 9:21 PM
52	Skipped	N/A	2/11/2019 9:09 PM
53	Programs	-mentorship programs -extending contract lengths -additional funding beyond DHS involvement	2/11/2019 8:55 PM
54	Social Emotional	Classrooms for young children so that they can learn social emotional skills before kindergarten. Outreach to families to recruit more families that can do foster care and are capable and willing to create secure attachments with the children and commit to long-term foster care in order to reduce the number of placements for children.	2/11/2019 8:45 PM
55	Skipped	Friends of children? Many others I don't know about?	2/11/2019 8:38 PM
56	Skipped	Respondent skipped this question	2/11/2019 8:32 PM
57	Skipped	Respondent skipped this question	2/11/2019 8:26 PM

58	Schools	Foster parent recruitment efforts, support for foster parents. Support in schools,	2/11/2019 8:21 PM		
59	Skipped	Respondent skipped this question	2/11/2019 8:14 PM		
60	Skipped	(question skipped)	2/11/2019 8:04 PM		
61	Access	Awareness	Support/Stability	-make sure their basic needs are met -have a stable home -make it well known and well marketed where foster youth can go for what services	2/11/2019 7:55 PM
62	Skipped	Not sure	2/11/2019 7:46 PM		
63	Skipped	I don't know.	2/11/2019 7:31 PM		
64	Skipped	I'm not sure	2/11/2019 7:19 PM		
65	Community Based Support	Schools	Strong partnerships within school, community based organizations, that are working toward helping youth in foster care.	2/11/2019 6:23 PM	
66	Community Based Support	Mentors	Community agencies Culturally specific foster family recruitment Caring adults Mentors	2/11/2019 2:36 PM	
67	Access	wrap around	Housing resources. Availability of treatment for parents with substance use disorder	2/10/2019 4:29 PM	
68	Reunification	more connection between foster parents and birth parents	1/23/2019 2:46 PM		

Q43 What are the barriers to children and youth in foster care accessing services and support?

Answered: 67 Skipped: 28

#	RESPONSES	DATE
1	Skipped Na	2/28/2019 1:45 PM
2	Transportation Language, transportation and many unknowns.	2/22/2019 1:03 PM
3	Cultural Responsive The foster care system can be very complex and complicated. youth may be placed with families who do not understand their language/culture.	2/22/2019 12:00 PM
4	Transportation Need caseworker to access services or approval to access services, lack of a safety service provider to transport the child to get the service.	2/18/2019 1:09 PM
5	Stability/support They don't have that sturdy foundation	2/14/2019 9:52 PM
6	Skipped I don't know	2/14/2019 9:49 PM
7	Communication Family, community and school work together	2/14/2019 9:47 PM
8	Skipped The same as before.	2/14/2019 9:41 PM
9	Skipped n/a	2/14/2019 9:35 PM
10	Skipped n/a	2/14/2019 9:33 PM
11	Social Emotional lack of options for additional social emotional supports	2/14/2019 4:12 PM
12	Overloaded caseworkers No barriers they have more support than most, need more available case workers to support these families	2/14/2019 3:34 PM
13	Stigma The idea that some have that being in foster care means being less than.	2/13/2019 5:16 PM
14	Stability/support greedy people taking money on their behalf.. we are failing our children	2/13/2019 3:51 PM
15	Funding Transportation stigma lack of funding to provide services feasibility such as lack of transportation, time of parents, etc.	2/13/2019 1:48 PM
16	Education Lack of education form foster families	2/13/2019 1:01 PM
17	Social Emotional Lack of social emotional stability due to frequent changes with foster families.	2/13/2019 12:39 PM
18	Funding Not having enough funding and slots available to meet the needs of all the children/youth that are in need of these services.	2/13/2019 9:36 AM
19	Skipped Unsure	2/12/2019 11:53 PM
20	Funding Overloaded caseworkers Funding. More case managers per caseload.	2/12/2019 10:46 PM
21	Skipped Respondent skipped this question	2/12/2019 8:40 PM
22	Transportation Transportation, scheduling, finances	2/12/2019 8:35 PM
23	Comm with DHS - difficult work for service providers as DHS workers often assume providers will give them any/all information without release	2/12/2019 8:27 PM
24	Comm with DHS Skipped Good question for DHS who typically are short staffed, and have a lot of staff experiencing burn out. I'd say resources are the highest barrier, along with people's aversion to DHS involvement.	2/12/2019 8:23 PM
25	I think they have access and support, often times more support than kids who aren't in the system.	2/12/2019 8:18 PM
26	Skipped Respondent skipped this question	2/12/2019 8:12 PM
27	Skipped Respondent skipped this question	2/12/2019 8:10 PM

28	Transportation	Knowledge of relevant programs, reliable transportation to and from programming, constant movement of youth in care making it difficult to regularly attend a program based on location.	2/12/2019 8:04 PM
29	Comm with DHS	DHS case management, foster families not able to attend or obligate other agendas or days and times	2/12/2019 7:58 PM
30	Stability/support	Multiple home changes can mean inconsistent services.	2/12/2019 7:53 PM
31	Trust	Trust	2/12/2019 7:49 PM
32	Skipped	Respondent skipped this question	2/12/2019 7:30 PM
33	Skipped	Respondent skipped this question	2/12/2019 7:26 PM
34	Funding	*Not enough mental health providers and programs available! Waitlists are long and children in severe need can go into crisis while waiting to be seen (sometimes 8-10 weeks waits). *Lack of training for child welfare staff in trauma-informed practices and the critical value of culturally-responsive care for foster youth *Distance: Many foster youth are placed in homes outside of Multnomah county (outer SE or in Vancouver), despite their families living in Portland and the existing provider networks being in Portland; this creates service barriers as service providers cannot afford the cost (time and mileage) to continue conducting visits at increased distances, particularly outside of the county where services are no longer funded. *Community provider silo-ing; there are too many stop gaps that get in the way of children and youth getting into the right programs; too much competition, not enough thoughtful collaboration.	2/12/2019 7:20 PM
35	Trust	children and youth lack of faith in the system	2/12/2019 7:08 PM
36	Skipped	Respondent skipped this question	2/12/2019 7:00 PM
37	Skipped	Respondent skipped this question	2/12/2019 6:53 PM
38	Skipped	Respondent skipped this question	2/12/2019 6:49 PM
39	Stability/support	availability and skill of foster parents, programs that provide services and experiences for foster youth	2/12/2019 6:43 PM
40	Communication	Foster care systems don't always align and communicate with other systems that parents and children are involved in.	2/12/2019 6:39 PM
41	Awareness/Info Stability/support	To young to know about services and provider not interested. Many children are in family care and may have their own challenges going on and don't or aren't ready to reach out for services for the child.	2/12/2019 6:39 PM
42		not able to get enough of them	2/12/2019 6:16 PM
43	Overloaded caseworkers	The lack of services and support available.	2/12/2019 6:03 PM
44	Funding	They are children and don't have much say. System - It is broken. Funding.	2/12/2019 6:02 PM
45	Communication	Unaware	2/12/2019 5:46 PM
46	Communication	Lack of understanding of supports available, disinterest of community in supporting those in foster care, lack of connection for foster care parents.	2/11/2019 9:53 PM
47	Stability/support	Foster families who don't want to engage or take advantage of community resources	2/11/2019 9:45 PM
48	Skipped	Respondent skipped this question	2/11/2019 9:38 PM
49	Fear	fear of being moved or fear of reporting something and not being moved	2/11/2019 9:30 PM
50	Cultural Responsive	Racial discrimination.	2/11/2019 9:21 PM
51	Skipped	N/A	2/11/2019 9:09 PM
52	Comm with DHS Transportation	-contract length -requirement of DHS involvement - transportation -OHP restrictions on mental health	2/11/2019 8:55 PM
53	Comm with DHS Communication	Not enough foster homes, lack of training for foster parents, lack of communication from DHS and support for foster parents, lag time to get legal documents signed so that foster children can access mental health treatment and other services, children having to change schools when they switch placements, therefore losing attachments they have built at their school.	2/11/2019 8:45 PM

54	Over worked caseload Overloaded caseworkers Case worker overload? Lack of "village," one or more functional adult focused on kiddo consistently over time.	2/11/2019 8:38 PM
55	Skipped Respondent skipped this question	2/11/2019 8:32 PM
56	Skipped Respondent skipped this question	2/11/2019 8:26 PM
57	Transportation Transportation, lack of support to foster parents	2/11/2019 8:21 PM
58	Skipped Respondent skipped this question	2/11/2019 8:14 PM
59	Skipped (question skipped)	2/11/2019 8:04 PM
60	Funding Transportation -don't have an advocate figuring out how to provide them with resources and services to make sure their needs are met -need transportation -need additional funding to access programming & services -might not be connected with resources	2/11/2019 7:55 PM
61	Skipped Not sure	2/11/2019 7:46 PM
62	Overloaded caseworkers Lack of advocates for their best interests	2/11/2019 7:31 PM
63	Skipped I'm not sure	2/11/2019 7:19 PM
64	Transportation Transportation Addictions Isolation Mental Health issues	2/11/2019 6:23 PM
65	Stability/support Lack of caring adults Limited resources from the Federal Government Too much movement from home to home Lack of stability in their lives	2/11/2019 2:36 PM
66	Stability/support Bio parents not being able to connect with foster parents	2/10/2019 4:29 PM
67	Funding mostly funding, low retention, frequent disruptions and moving home to home	1/23/2019 2:46 PM

Q44 What gaps have you observed in services designed to help children and youth in foster care be successful?

Answered: 68 Skipped: 27

#	RESPONSES	DATE
1	Skipped Na	2/28/2019 1:45 PM
2	Skipped Not sure on this one.	2/22/2019 1:03 PM
3	culturally Rel/res need for more culturally specific services, especially as it relates to serving youth from immigrant and refugee communities	2/22/2019 12:00 PM
4	Training/ed Adults retriggering trauma and not knowing how to support youth who have have a lot of trauma	2/19/2019 7:32 PM
5	Partnerships Reunification Training/ed wrap around Caseworkers having a negative view of the birth family and not recognizing the strengths of the work the birth family is doing, not working with community based organizations that can support the family's reuniting, not understanding domestic violence, trauma, effects of trauma and punishing the birth parent or child instead of recognizing and connecting the child and parent to the appropriate resources.	2/18/2019 1:09 PM
6	They need to look into more of the childs needs	2/14/2019 9:52 PM
7	Skipped I don't know much about Foster care	2/14/2019 9:49 PM
8	Advertise/aware Website posting details	2/14/2019 9:47 PM
9	Skipped None, i havent experienced.	2/14/2019 9:41 PM
10	Skipped n/a	2/14/2019 9:35 PM
11	culturally Rel/res Training/ed Many kids of color are placed in white homes. This becomes problematic especially when the white foster parents have either never been around folks of color and/or have received very little equity training.	2/14/2019 9:34 PM
12	Skipped n/a	2/14/2019 9:33 PM
13	Partnerships DHS need to rewrite and update policies(current policies does not work), several Diversity training through out the year for DHS caseworker(requirement). DHS caseworkers need to support good foster families. DHS need to pay foster families more money. Foster families should be able to evaluate their DHS caseworkers.	2/14/2019 5:20 PM
14	Support/stability supports even when they are not at risk like mentoring	2/14/2019 4:12 PM
15	Staff shortage Not enough people and not the right manager	2/14/2019 3:34 PM
16	Skipped Not sure.	2/13/2019 5:16 PM
17	Follow up/through liability.. staff not following through ...	2/13/2019 3:51 PM
18	culturally Rel/res Support/stability Transition wrap around Lack of supports, mental health supports, lack of support for transition to adulthood, lack of peer support, lack of foster parents who look like them	2/13/2019 1:48 PM
19	culturally Rel/res They do not care about, social emotional needs, and background of the children (culture and other)	2/13/2019 1:01 PM
20	Follow up/through Partnerships Lack of communication of child's needs with school teachers and other staff that provides services to the child. Frequent changes with social workers.	2/13/2019 12:39 PM
21	Skipped I'm not sure.	2/13/2019 9:36 AM
22	Follow up/through When children are moved from homes, they miss school for a couple of weeks	2/12/2019 11:53 PM
23	wrap around Not enough counseling services	2/12/2019 10:46 PM
24	Skipped Respondent skipped this question	2/12/2019 8:40 PM

25	Skipped	Respondent skipped this question	2/12/2019 8:35 PM		
26	Partnerships	- the DHS referral system. it's unclear if they primarily prioritize or only prioritize referrals to programs that are DHS contracte	2/12/2019 8:27 PM		
27	culturally Rel/res	See my response to #21. Identification of foster care homes. Healthy, supportive homes Life skills development Mentorship Lack of culturally responsive services (particularly for POC and queer youth)	2/12/2019 8:23 PM		
28	Skipped	I'm not sure.	2/12/2019 8:18 PM		
29	Skipped	Respondent skipped this question	2/12/2019 8:12 PM		
30	Skipped	Respondent skipped this question	2/12/2019 8:10 PM		
31	Foster fam rec	Support/stability	Training/ed	Recruitment, support and training of foster families.	2/12/2019 8:04 PM
32	Partnerships	DHS collaboration			2/12/2019 7:58 PM
33	Follow up/through	wrap around		Better mental health screening and follow up for children in foster care.	2/12/2019 7:53 PM
34	Skipped	Respondent skipped this question			2/12/2019 7:30 PM
35	Skipped	Respondent skipped this question			2/12/2019 7:26 PM
36	culturally Rel/res	Follow up/through	Partnerships	*Lack of identity-specific/culturally-responsive foster homes *Lack of collaboration between stakeholders *Lack of accountability for those that hold the most power in the system (attorneys, child welfare workers) *	2/12/2019 7:20 PM
37	Follow up/through	no followup			2/12/2019 7:08 PM
38	Skipped	Respondent skipped this question			2/12/2019 7:00 PM
39	Skipped	Respondent skipped this question			2/12/2019 6:53 PM
40	Skipped	Respondent skipped this question			2/12/2019 6:49 PM
41	Funding	lack of funding and network for youth			2/12/2019 6:43 PM
42	Partnerships	DHS visiting, phone calls and separations between children and their families including their family members such as aunts, uncles, and siblings. The lack of alignment amongst programs that are working with families. The lack of programs that support fathers in becoming primary caregivers. The lack of opportunities offered to incarcerated fathers with children in foster care.			2/12/2019 6:39 PM
43	Skipped	Not sure			2/12/2019 6:39 PM
44	wrap around	good support with health			2/12/2019 6:16 PM
45	Support/stability	The lack of quality foster care situations and the amount of time children are "transferred" to different families.			2/12/2019 6:03 PM
46	culturally Rel/res	Funding. Quality and consistent care. Cultural & Language gaps.			2/12/2019 6:02 PM
47	Support/stability	No real support			2/12/2019 5:46 PM
48	Skipped	I have limited experience with youth in foster care.			2/11/2019 9:53 PM
49	Partnerships	A very faulty DHS system!!			2/11/2019 9:45 PM
50	Skipped	Respondent skipped this question			2/11/2019 9:38 PM
51	Support/stability	relationship between youth and foster family, being moved too many times.			2/11/2019 9:30 PM
52	Equity/Sys change	Reunification		better wrap-around services and connecting to various people in children's lives. Equalize voices so that child protective services workers, lawyers and judges take seriously the expertise and knowledge of home visitors, and domestic violence survivor advocates.	2/11/2019 9:21 PM
53	Skipped	N/A			2/11/2019 9:09 PM
54	Partnerships	-OHP restrictions on mental health -contract length -DHS required involvement for services ongoing			2/11/2019 8:55 PM

55	Partnerships	Not enough foster homes, DHS not acting quickly enough to get documents signed so that foster children can access services	2/11/2019 8:45 PM
56	Skipped	Respondent skipped this question	2/11/2019 8:38 PM
57	Skipped	Respondent skipped this question	2/11/2019 8:32 PM
58	Skipped	Respondent skipped this question	2/11/2019 8:26 PM
59	Foster fam rec Support/stability	The need for consistency in programming. The need for foster parent recruitment and foster parent support.	2/11/2019 8:21 PM
60	Skipped	Respondent skipped this question	2/11/2019 8:14 PM
61	Skipped	(question skipped)	2/11/2019 8:04 PM
62	Advertise/aware	-there isn't a lot of clarity on what services are available, and it takes a lot of digging to figure out what organizations will cover what services for foster youth. This can be stressful for youth & their guardians.	2/11/2019 7:55 PM
63	Skipped	Not sure	2/11/2019 7:46 PM
64	Reunification Support/stability Training/ed	Lack of consistency, they are not trauma informed, do not value reunification, label children "bad" even though their behavior is a result of trauma.	2/11/2019 7:31 PM
65	Equity/Sys change Support/stability	Lack of support and a lack of the ability to advocate for themselves, especially in court	2/11/2019 7:19 PM
66	Access	Transportation Listening to their needs Safety plan with a timeline Sense of hope	2/11/2019 6:23 PM
67	Reunification	Fathers not being looked at as adequate providers for their children	2/10/2019 4:29 PM
68	culturally Rel/res	preventive services and funding to families, not culturally appropriate placements, not trauma informed services, not enough providers - counselors, skills builders, etc.	1/23/2019 2:46 PM

Q45 What types of prevention/intervention services are needed to prevent and address child abuse (physical abuse, sexual abuse, and neglect)?

Answered: 76 Skipped: 19

#	RESPONSES	DATE
1	Skipped I'm not sure	2/28/2019 1:46 PM
2	Home visit More home visiting programs and funding as well to provide LCSW's be staffed in the programs.	2/22/2019 1:06 PM
3	Culturally Responsive Parent Support culturally specific intensive case management for families In home supports and resource referral	2/22/2019 12:06 PM
4	Education/Awareness Empowerment training Preventative education Action steps when youth or adults experience abuse	2/19/2019 7:38 PM
5	Home visit Parent Support parent education, more home visiting programs to identify abuse early, increased conversations with youth to help them use their voices	2/19/2019 11:53 AM
6	dv Parent Support Wrap around Parenting support, domestic violence prevention and intervention, services that address root causes of trauma and healing practices.	2/18/2019 1:14 PM
7	Remove from abuse Removing children from homes CPS know are not safe for the child, looking at the best interest of the child and not the abusive adult.	2/17/2019 9:15 PM
8	Background check More of a background check	2/14/2019 9:52 PM
9	Parent Support Behavioral support Emotional support	2/14/2019 9:49 PM
10	Prison Criminal sentence	2/14/2019 9:47 PM
11	Education/Awareness Services and free programs about these topics	2/14/2019 9:41 PM
12	Parent Support people need to be aware that foster parents and their families are not always safe. classes to not stop abuse and children need to be able to feel safe enough to speak with the worker away from the foster home	2/14/2019 9:36 PM
13	Education/Awareness classes directed on this topics	2/14/2019 9:35 PM
14	Skipped n/a	2/14/2019 9:33 PM
15	Education/Awareness empower children with safety intervention programs	2/14/2019 5:41 PM
16	Parent Support parenting class or requirements' in a home base type program	2/14/2019 4:15 PM
17	Parent Support Other services available for parents to get breaks from children, challenging children put a lot on parents that in most cases have their own problems and cannot help it.	2/14/2019 3:36 PM
18	Background check Education/Awareness Relationship building Talking about difficult topics. Doing extensive background checks. Getting to know potential providers.	2/13/2019 5:21 PM
19	Parent Support Parenting classes for at risk families. Responsible Sexuality and Non violent communication classes for middle and high school students. High quality well paid teachers	2/13/2019 4:04 PM
20	Education/Awareness education hand on information for us to understand really what it means to be a prevention program	2/13/2019 3:55 PM
21	Parent Support Greater parental education Greater parental support greater support for basics such as housing, childcare, etc.	2/13/2019 1:51 PM
22	Education/Awareness Education for all about this problem	2/13/2019 1:03 PM
23	Skipped At school pre-school teachers need to have the routine of checking all kids on a daily basis as soon as they arrive to school. Ask questions and act quickly.	2/13/2019 12:43 PM

24	dv Education/Awareness Remove from abuse Training Wrap around Have programs that come to classrooms to teach children/youth about physical/sexual abuse and neglect and teach them ways to stay safe. Have shelters for families experiencing domestic violence and abuse. Provide workshops/trainings for teachers and other workers in the community that work with families that are experiencing abuse or are at risk for abuse and neglect.	2/13/2019 9:58 AM
25	Parent Support Mandatory Parenting classes so parents understand what abuse it	2/12/2019 11:54 PM
26	Parent Support Parent education, education in child development-understanding why children behave a certain way can decrease abuse in some instances.	2/12/2019 10:51 PM
27	Skipped Respondent skipped this question	2/12/2019 8:40 PM
28	Parent Support Teaching alternatives to physical punishment to youth before they become parents, working with young families to build parenting skills, access to trauma-informed care for parents and children	2/12/2019 8:35 PM
29	dv Parent Support Wrap around significantly under resourced family, unstably housed with multiple parenting stressors and often a history of domestic violence. Stable housing, Accessible/affordable/drop in child care to give parents a break, access to basic needs, coping mechanisms	2/12/2019 8:28 PM
30	Wrap around I think we need to get way upstream to address this, and address poverty, addiction, mental health	2/12/2019 8:24 PM
31	Education/Awareness I think training and awareness.	2/12/2019 8:18 PM
32	Education/Awareness (1) public education about reporting concerns of abuse so next steps can be taken, (2) access to timely medical exams so children aren't taken to overcrowded EDs, (3) TIMELY followup counseling services for children and families	2/12/2019 8:13 PM
33	Education/Awareness Wrap around Therapy, classes, advocates	2/12/2019 8:10 PM
34	Parent Support Readily available substance use treatment programs for parents, affordable housing, social workers to work with families in poverty BEFORE they have been flagged for abuse.	2/12/2019 8:05 PM
35	Education/Awareness Education for families with these topics: what is abuse? How to recognize abuse. Am I abusive? How do I know? How to get help if I'm an abuser... What should I do if I witness abuse? Where to get help for someone that's been abused or if I were abused?	2/12/2019 8:01 PM
36	Home visit Parent Support Home visiting, doula work, Community health workers, peer support specialist to empower and encourage parents that they are doing a good job with parenting	2/12/2019 7:58 PM
37	Skipped Respondent skipped this question	2/12/2019 7:53 PM
38	Skipped Respondent skipped this question	2/12/2019 7:31 PM
39	Skipped Respondent skipped this question	2/12/2019 7:26 PM
40	Culturally Responsive Parent Support NEGLECT: True poverty-reduction programs in the state, which means more safe, affordable housing and pathways out of poverty + more education for child welfare systems about the difference between living in poverty and intentional neglect of children ABUSE: Support and increased access for addiction and mental health services for parents; culturally-responsive services for systems-involved families; sustainable funding for DV and IPV service agencies; less silo-ing between community agencies; continuing focus on increased education around mandatory reporting	2/12/2019 7:21 PM
41	Education/Awareness outreach, prevention and intervention services in schools	2/12/2019 7:09 PM
42	Skipped Respondent skipped this question	2/12/2019 7:00 PM
43	Education/Awareness education, oversight and peer delivered services.	2/12/2019 6:54 PM
44	Culturally Responsive Parent Support trainings for parents from other cultures	2/12/2019 6:50 PM
45	Parent Support Parent programs that support parent child bonding and teach parents the effects of abuse on children.	2/12/2019 6:46 PM
46	Wrap around in school staff who are able to monitor and provide services	2/12/2019 6:43 PM
47	Education/Awareness Wrap around connection at the hospital during birth. More coverage of it at the doctors office of the purple period and protecting your child.	2/12/2019 6:42 PM

48	Skipped	all above	2/12/2019 6:18 PM
49	Parent Support	Programs that let children know that abuse is not okay. Hearing this from their community and elders. Parenting classes or support.	2/12/2019 6:12 PM
50	Education/Awareness	Community education and awareness.	2/12/2019 6:06 PM
51	Wrap around	Counseling	2/12/2019 5:47 PM
52	Parent Support	Mentors and positive relationships with adults for children, education in understanding child abuse pathology, education and support for adults about ways to prevent being abusive.	2/11/2019 9:53 PM
53	Education/Awareness	School and agency spaces for kids to talk about the abuse committees formed to create services to address abuse	2/11/2019 9:45 PM
54	Home visit	Parent Support	Parent Education Mental Health services Respite Care (as through Family Relief Nurseries) Home visits Crisis Response Resources and Referrals
55	Education/Awareness	community wide education about abuse and best practices what to do when you suspect (not always just reporting...)	2/11/2019 9:31 PM
56	Parent Support	Educate judges and child protective services workers so that they stop removing children from safe parents and putting them into the hands of abusive parents. Increase support for safe parents efforts to prevent unsupervised contact with abusive parents. Provide economic and emotional support to safe parents. Housing stability. Increased access to community parenting. Evidence based parenting programs in churches and as part of religious services.	2/11/2019 9:22 PM
57	Education/Awareness	Mentoring, education	2/11/2019 9:10 PM
58	Parent Support	-ISRS -mental health- flexible for community support -education -school based intervention programs	2/11/2019 8:56 PM
59	Parent Support	More relief nurseries in areas of town where there is the most need like East Portland, more parenting classes, better access to mental health treatment for parents	2/11/2019 8:47 PM
60	Parent Support	Parent support groups that aren't focused on abuse, like organized playgroups where parents and hangout together and watch the kids in a group setting while socializing/not isolating!	2/11/2019 8:39 PM
61	Skipped	Respondent skipped this question	2/11/2019 8:32 PM
62	Parent Support	Explain to parents about abuse, and kid needs to know what the meaning of abuse.	2/11/2019 8:26 PM
63	Parent Support	Family engagement. Community activities for families. Support of DHS to work with families to engage in services before involvement.	2/11/2019 8:21 PM
64	Skipped	Respondent skipped this question	2/11/2019 8:15 PM
65	Culturally Responsive	cultural brokers.	2/11/2019 8:05 PM
66	Skipped	(question skipped)	2/11/2019 7:55 PM
67	Parent Support	Education in many languages Parent support and classes	2/11/2019 7:47 PM
68	Parent Support	Education services for children, families, parents, and community members	2/11/2019 7:32 PM
69	Education/Awareness	Wrap around	More talks beginning at a young age about appropriate touching, healthy relationships and dynamics. Routine school interventions with counselor/social worker and students.
70	Parent Support	-Parent Education about Family Law -Parent Education about Children Development -Counseling or Therapy for parents- best gift to children -Promote nurturing and respectful parenting -Support family with connections of services and resources in the community	2/11/2019 6:24 PM
71	Parent Support	Education on trafficking Reporting abuse without retaliation Education on available services to get help Increase support services for the offender and the victim	2/11/2019 2:36 PM
72	Equity	representation by diverse groups in decision making process	2/10/2019 4:37 PM
73	Parent Support	Support bio parents before removal	2/10/2019 4:31 PM

74	Education/Awareness Training Wrap around Formal DHS training helps employees. Having DHS reps present as well as online options is much more informative. age appropriate awareness programs help, so children can advocate for themselves. ImpactNW's safer kids program is amazing in helping with this. Teen mental and sexual health programs so that you can correct the problem before it begins, or help break a cycle of abuse.	2/8/2019 1:30 PM
75	Parent Support Mental health and substance use disorder services for all families Increase in capacity to serve more families with In home parent support services, i.e. Healthy Families, Parent as Teachers, Early Head start, Nurse Family Partnership, etc. Free parenting classes for families who do not want or are not eligible for in home services	2/7/2019 11:09 AM
76	Parent Support home health nurse, services for parents, treatment family centers	1/23/2019 2:47 PM

Q46 What services would our community need to begin to shift social norms that contribute to child abuse?

Answered: 72 Skipped: 23

#	RESPONSES	DATE
1	Culturally Responsive Services that are led from the communities affected	2/22/2019 1:06 PM
2	Education Understanding U.S. laws related to child abuse Learning/Exploring culturally relevant alternative discipline strategies via 1:1 and/or group education	2/22/2019 12:06 PM
3	Normalize the conversatio Talk about it more in schools and organziations	2/19/2019 7:38 PM
4	Domestic violence Services that help fathers and mothers heal from past trauma, domestic violence, and appropriate roles of family members.	2/18/2019 1:14 PM
5	Education More education	2/14/2019 9:52 PM
6	Skip I don't know	2/14/2019 9:49 PM
7	Systems Change Judicial service	2/14/2019 9:47 PM
8	Skip Not quite sure	2/14/2019 9:41 PM
9	Parenting classes classes	2/14/2019 9:35 PM
10	Education Education regarding the laws and how culturally the US expects our parents to treat their kids.	2/14/2019 9:34 PM
11	Skip n/a	2/14/2019 9:33 PM
12	Training Train the DHS worker properly	2/14/2019 5:41 PM
13	Culturally Responsive Funding Funding to be able to communicate with parents and see what their needs are.	2/14/2019 3:36 PM
14	Normalize the conversatio Belief systems. Re-examining laws.	2/13/2019 5:21 PM
15	Education It's all about education and learning to communicate in a non violent way. It's about to learn to respect each other and our diversity.	2/13/2019 4:04 PM
16	Systems Change start programs all over again. New leaders to speak on behalf of the ones suffering now	2/13/2019 3:55 PM
17	Skip I'm not sure	2/13/2019 1:51 PM
18	Education Education	2/13/2019 1:03 PM
19	Normalize the conversatio Awareness and healthy campaigns on all communication media (TV, internet, radio, etc.)	2/13/2019 12:43 PM
20	Education Provide quality care and education early in life through programs such as Head Start/Early Head Start, provide education to parents through programs such as shelters and other community resource agencies.	2/13/2019 9:58 AM
21	Parenting classes Mandatory child abuse and neglect classes	2/12/2019 11:54 PM
22	Parenting classes Parenting classes on behavior management	2/12/2019 10:51 PM
23	Skip Respondent skipped this question	2/12/2019 8:40 PM
24	Education Culturally informed educational opportunities	2/12/2019 8:35 PM
25	Normalize the conversatio Normalization of parenting stress. Accessible/affordable (or vouchered?) drop in child care	2/12/2019 8:28 PM
26	Skip Respondent skipped this question	2/12/2019 8:24 PM
27	Normalize the conversatio We need to focus on treating each kid and situation as separate situations. No families situation is the same.	2/12/2019 8:18 PM

28	Education Education at the school level re violence, bullying, boundaries. If children were perceived to be as important as adults, then mistreating a child would be in the same realm as the mistreating of an adult--that is, a culturally obvious crime.	2/12/2019 8:13 PM
29	Skip Respondent skipped this question	2/12/2019 8:10 PM
30	Wrap Around Affordable housing programs with support services attached.	2/12/2019 8:05 PM
31	Education Education on abuse. Peer groups to start the conversation.	2/12/2019 8:01 PM
32	Healing Generational trauma and healing, overcoming personal bias or oppression	2/12/2019 7:58 PM
33	Skip Respondent skipped this question	2/12/2019 7:53 PM
34	Skip Respondent skipped this question	2/12/2019 7:31 PM
35	Skip Respondent skipped this question	2/12/2019 7:26 PM
36	Education Poverty reduction Community education around mental health, addiction, poverty and justice-system racial disproportionality Increased support for young mothers, including cultural valuing of paid family leave Community prioritization of safe and affordable housing Community prioritization of affordable childcare	2/12/2019 7:21 PM
37	Parenting classes prevention and intervention classes and groups	2/12/2019 7:09 PM
38	Skip Respondent skipped this question	2/12/2019 7:00 PM
39	Peer Delivered Peer delivered services.	2/12/2019 6:54 PM
40	Normalize the conversatio information and training platforms for ELL parents	2/12/2019 6:50 PM
41	Education Creating programs that are specifically designed to work with fathers and their children and help fathers understand child development	2/12/2019 6:46 PM
42	Safety plan/support explicit staff and locations where students can go for safety and support	2/12/2019 6:43 PM
43	Pre/Intervention See something say something. More follow up and intervention when reports are made. Require services when needed. Don't accept a "good enough" situation for a child to live in; support those parents too so they can help their children thrive.	2/12/2019 6:42 PM
44	Education more education	2/12/2019 6:18 PM
45	Education Education Community Forum Society shift through media, music, and our leaders.	2/12/2019 6:12 PM
46	Education That no one is taking away your right to "spank" your child only your ability to beat your child.	2/12/2019 6:06 PM
47	Skip Get involved	2/12/2019 5:47 PM
48	Education Parent education classes	2/11/2019 9:53 PM
49	Respite Outlets for our parents and care givers to participate in to help relieve stress. Support groups	2/11/2019 9:45 PM
50	Pre/Intervention Wrap Around Focus on the child/family before it enters foster care. there are others, focus on services to single-parents, shift services that serve those with mental health issues.	2/11/2019 9:39 PM
51	Education become trauma informed shift from a punitive model to an education model	2/11/2019 9:31 PM
52	Education culturally specific, intersectional-feminist parenting support and education. Increased access to supervised visits only for parents who have abused safe parents.	2/11/2019 9:22 PM
53	Education Classes for low income families, classes for immigrant families, programs that provide education on the topic and can provide a safe community	2/11/2019 9:10 PM
54	Education -gender based violence -A&D education and treatment -school based education and intervention	2/11/2019 8:56 PM
55	Parenting classes More relief nursery services and parenting classes, support for grandparents and other extended family raising children, better access to Alcohol and Drug treatment for addicted parents, funding for interpretation services for home visitors	2/11/2019 8:47 PM
56	Skip Same.	2/11/2019 8:39 PM
57	Skip Respondent skipped this question	2/11/2019 8:32 PM

58	Education	Educate them, talk to parents and kids to be aware of this problem.	2/11/2019 8:26 PM
59	Domestic violence	Programs that promote empathy for families that are struggling, help for substance abuse. Domestic violence, mental health.	2/11/2019 8:21 PM
60	Skip	Respondent skipped this question	2/11/2019 8:15 PM
61	Culturally Responsive	culturally specific, interrupting the cycle of poverty	2/11/2019 8:05 PM
62	Skip	(question skipped)	2/11/2019 7:55 PM
63	Normalize the conversatio	A lot of human outreach, advertising, teaching children as well as adults	2/11/2019 7:47 PM
64	Education	Education in schools, education for community members and families	2/11/2019 7:32 PM
65	Normalize the conversatio	More interventions at a young age that discuss healthy relationships within families.	2/11/2019 7:20 PM
66	Culturally Responsive	Parenting classes Regulation of TV commercials where woman are seeing as sexual/objects of pleasure. Promote nurturing parenting posts in public transportation stations/subways/trains. Support parents and respect their way of raising their children according to their culture. Introduce family law parent workshops/classes in schools, kindergartens and pre-K classes.	2/11/2019 6:24 PM
67	Education	Education	2/11/2019 2:36 PM
68	Systems Change	systemic shifts in ways resources are allocated and who is making such decisions or with what lens decisions are made	2/10/2019 4:37 PM
69	Domestic violence	Affordable DV services	2/10/2019 4:31 PM
70	Respite	Wrap Around Anger management, access to resources to prevent frustration, behavioral and emotional counseling services access. Job placement programs, recovery services.	2/8/2019 1:30 PM
71	Education	Social Emotional Development education for families and service providers, i.e. parenting classes	2/7/2019 11:09 AM
72	Domestic violence	Skip housing!, substance abuse treatment, addressing patriarchy and domestic violence, racism and classism. this is a huge question.	1/23/2019 2:47 PM

Q47 What barriers exist for families to access support to prevent child abuse?

Answered: 72 Skipped: 23

#	RESPONSES	DATE
1	skipped I'm not sure	2/28/2019 1:46 PM
2	Awareness Shame/Stig/trus Many families do not know where to go or feel uncomfortable to access supports on their own, maybe more navigators are needed to help the families	2/22/2019 1:06 PM
3	Education A lot of families we work with don't really understand the laws as it relates to child abuse and U.S. systems are very different from what many of the families experienced in their home countries. Additionally, youth tend to learn the language and culture in the U.S. much faster, so parents often feel like their children understand the system better than they do. Additionally, many families may be hesitant to reach out for support in this area, unless it is with someone they have established trust and rapport with.	2/22/2019 12:06 PM
4	Cultural Diff Shame/Stig/trus Shame, trust, and culture	2/19/2019 7:38 PM
5	Staff Shortage Support Lack of accessible services to support males' healing, only services through the justice system. Lack of support for programs offering parenting support (not enough staff or support to the staff in order to provide adequate services.	2/18/2019 1:14 PM
6	Education Not enough education	2/14/2019 9:52 PM
7	skipped I don't know	2/14/2019 9:49 PM
8	Wrap around Parental family of mental illness	2/14/2019 9:47 PM
9	Abuse/DV Abuse in the family	2/14/2019 9:41 PM
10	Shame/Stig/trus its hard to ask for help with such a sensitive subject. make it a conversation.	2/14/2019 9:36 PM
11	skipped n/a	2/14/2019 9:35 PM
12	skipped n/a	2/14/2019 9:33 PM
13	Access State should provide free therapy for those whom can't afford it.	2/14/2019 5:41 PM
14	Systems too many families per case load this is how things fall in the cracks	2/14/2019 4:15 PM
15	Cultural Diff Systems Belief systems. Unfair laws.	2/13/2019 5:21 PM
16	Parents that make a responsible, committed decision to have a child won't be abusers.	2/13/2019 4:04 PM
17	Prev/Interv agencies that could actually tackle and help prevent horrible situations for parents	2/13/2019 3:55 PM
18	Shame/Stig/trus There is a lot of stigma around child abuse	2/13/2019 1:51 PM
19	Awareness Education lack of knowledge in what they to do	2/13/2019 1:03 PM
20	Abuse/DV Education Shame/Stig/trus Lack of knowledge where to get help Undocumented parents fear deportation if they report abusive situations at home	2/13/2019 12:43 PM
21	Awareness Families not being aware that these resources that are available. Families unable to get services due to lack of funds and lack of availability for every family/child in need.	2/13/2019 9:58 AM
22	skipped Unsure	2/12/2019 11:54 PM
23	Awareness Not knowing the classes exist. Not having access to free classes.	2/12/2019 10:51 PM
24	skipped Respondent skipped this question	2/12/2019 8:40 PM
25	Cultural Diff Stress/Pov Cultural expectations, learned behaviors, daily stressors that drain a caregivers ability to remain calm	2/12/2019 8:35 PM
26	Shame/Stig/trus Fear of mandatory reports and child welfare involvement!	2/12/2019 8:28 PM
27	skipped Respondent skipped this question	2/12/2019 8:24 PM

28	Awareness	Awareness training, or maybe knowing what to look for before it happens.	2/12/2019 8:18 PM
29	Awareness Isolation	Familial isolation and lack of support systems. Child abuse exists in secret and silence. More public awareness of "who to call if you have concerns". Compare 911--any person can call 911. It's simple to remember and not dependent on income.	2/12/2019 8:13 PM
30	skipped	Respondent skipped this question	2/12/2019 8:10 PM
31	Prev/Interv	The system is currently reactive to reports of abuse, rarely are struggling families able to access case management support prior to an issue.	2/12/2019 8:05 PM
32	Shame/Stig/trus	Shame, guilt, ignorance,embarrassment.	2/12/2019 8:01 PM
33	Shame/Stig/trus	mistrust of systems or case worker (thinking home visitors or advocates are against them) relationship building	2/12/2019 7:58 PM
34	skipped	Respondent skipped this question	2/12/2019 7:53 PM
35	skipped	Respondent skipped this question	2/12/2019 7:31 PM
36	skipped	Respondent skipped this question	2/12/2019 7:26 PM
37	Equity Support Wrap around	*Too many unrealistic barriers put in place by child welfare systems to help families actually succeed (i.e. requiring services for the sake of checking a box as opposed to concentrating on the greatest areas of need) *More say in what happens in case planning with child welfare involved families by provider/experts as opposed to the child welfare system *Lack of enough culturally-responsive services available *Lack of mental health services available (long waitlists) *Lack of safe, affordable housing	2/12/2019 7:21 PM
38	Equity	language, culture	2/12/2019 7:09 PM
39	skipped	Respondent skipped this question	2/12/2019 7:00 PM
40	Shame/Stig/trus	Shame	2/12/2019 6:54 PM
41	Equity	language barriers	2/12/2019 6:50 PM
42	Support	There aren't enough programs for fathers	2/12/2019 6:46 PM
43	Prev/Interv	explicit staff and locations where students can go for safety and support	2/12/2019 6:43 PM
44	Equity	Language and cultural barriers. Different ideas of what is ok and not ok	2/12/2019 6:42 PM
45	Education Support	more support and education	2/12/2019 6:18 PM
46	Equity	Free parenting tools / classes. Language Transportation	2/12/2019 6:12 PM
47	Shame/Stig/trus	The fear of retribution not just for families but mandatory reporters as well.	2/12/2019 6:06 PM
48	Shame/Stig/trus	Fear	2/12/2019 5:47 PM
49	Access Education	Lack of money, transportation, education	2/11/2019 9:53 PM
50	Awareness	lack of information of where support is	2/11/2019 9:45 PM
51	Access Cultural Diff	access to programs, availability of programs, cultural, economic,	2/11/2019 9:39 PM
52	Awareness Shame/Stig/trus	fear of DHS/loosing kids, knowledge of supportive resources	2/11/2019 9:31 PM
53	Systems	Family court and child protective services' discrimination against women, survivors and immigrants and people of color.	2/11/2019 9:22 PM
54	Awareness Isolation Shame/Stig/trus	Lack of information, fear, lack of knowledge, isolation	2/11/2019 9:10 PM
55	Access Staff Shortage Training	-transportation -fear of police and DHS -workers lacking in trauma informed care, or burnt out workers	2/11/2019 8:56 PM
56	Access Awareness Cultural Diff Equity Support	Transportation, lack of relief nursery services in East Portland, lack of knowledge about programs, lack of English speaking	2/11/2019 8:47 PM
57	Shame/Stig/trus	Honesty.	2/11/2019 8:39 PM
58	skipped	Respondent skipped this question	2/11/2019 8:32 PM
59	Awareness	Parents not understand English and want to ignore the law.	2/11/2019 8:26 PM

60	Abuse/DV Stress/Pov Support Wrap around	Resources for substance abuse, mental health. Respite care for parents, support around domestic violence.	2/11/2019 8:21 PM
61	skipped	Respondent skipped this question	2/11/2019 8:15 PM
62	Awareness	awareness	2/11/2019 8:05 PM
63	skipped	(question skipped)	2/11/2019 7:55 PM
64	Cultural Diff Equity	Language/cultural barriers	2/11/2019 7:47 PM
65	Awareness	Stigma, fear of leaving abuser, reliance on abuser, do not know about resources	2/11/2019 7:32 PM
66	Access Education Wrap around	Education, addiction services and recovery, therapy, mental health checks, insurance, access to these services because of social location and transportation.	2/11/2019 7:20 PM
67	Awareness Support	We need more family home visitors and to promote those programs that provide parent education about nurturing and respectful parenting, activities and connections with services and resources in the community,	2/11/2019 6:24 PM
68	Cultural Diff Education	Lack of education Cultural myths and beliefs	2/11/2019 2:36 PM
69	Prev/Interv	Services before removal	2/10/2019 4:31 PM
70	Awareness	Transportation! Cultural and Language barriers! knowing where to go or who to contact. Not enough counselors in the schools.	2/8/2019 1:30 PM
71	Education Shame/Stig/trus Wrap around	Fear of losing their children to DHS-Child Welfare. Lack of Parenting Education No access to Mental Health services No access to Substance Use Disorder treatment and fear of losing their children if they access treatment	2/7/2019 11:09 AM
72	skipped	so many!	1/23/2019 2:47 PM

Q49 What are the characteristics of services that would help to eliminate racial and ethnic disparities in well-being and school success?

Answered: 79 Skipped: 16

#	RESPONSES	DATE
1	Skipped Na	2/28/2019 1:46 PM
2	Culturally Specific Transparent in the approach and non-threatening. Services that have staff from the culturally specific communities.	2/22/2019 1:09 PM
3	Culturally Specific Racial Equity Systems Change Culturally specific services run by culturally specific organizations Culturally responsive services I also wonder if there is a way PCL funded programs impact larger systems (e.g. schools) in terms of racial equity through its funding. Maybe this is already happening and I just don't know about it, but seems like it would be an interesting/important thing to pay attention to.	2/22/2019 12:13 PM
4	inclusion Community Non judgement Positive relationships Support network	2/19/2019 7:42 PM
5	Racial Equity training major work in this area needs to be done within pps. i think we as social services providers are on our way but need more financial support to do intensive racial equity work within our organizations	2/19/2019 11:55 AM
6	Culturally Specific Racial Equity Services that acknowledge they are working with a different racial and ethnic group by adapting systematic practices to work with that group. Flexibility in times, meeting with the family outside the agency if they cannot come to the agency, having knowledge of the racial or ethnic groups culture and history in order to understand how to work with the group.	2/18/2019 1:18 PM
7	training More diversity programs	2/14/2019 9:52 PM
8	inclusion Unity!!!	2/14/2019 9:49 PM
9	inclusion An environment of learning together and growing up	2/14/2019 9:47 PM
10	Equitable Welcoming everyone	2/14/2019 9:41 PM
11	Equitable mentors of the same race/culture can be a start	2/14/2019 9:36 PM
12	Skipped n/a	2/14/2019 9:35 PM
13	Normalize diverse perspe training Training of teachers and getting rid of standard curriculum	2/14/2019 9:34 PM
14	Skipped n/a	2/14/2019 9:33 PM
15	Access to resouces School text book, testing and Health, safe school environment	2/14/2019 6:27 PM
16	Equitable open minded and accepting of others ideas	2/14/2019 4:15 PM
17	Culturally Specific Open minded people who work directly with the children, families, and the ones who makes the big decisions be from the community to understand it.	2/14/2019 3:38 PM
18	Culturally Specific Accessibility. Cultural awareness.	2/13/2019 5:24 PM
19	training Schools and programs with very diverse population that normalize the fact that we are different and promote respect and integration with innovative learning experiences that favor expression, participation, creativity and curiosity	2/13/2019 4:11 PM
20	Parent engagment have parent be more active in their childrens schools and for programs to respect parents choices	2/13/2019 3:57 PM
21	Equitable Hiring more people of color to provide services	2/13/2019 1:53 PM
22	inclusion training People that services our children needs to be well training and know about inclusion and respect the person	2/13/2019 1:06 PM

23	Racial Equity Adults should avoid making racial differences. Naturally kids born color blind. Kids learn from us, the adults. If we love and respect one another and model this behavior to the kids, they will learn the best lesson ever. Kids connect with their hearts and understand emotions better than anybody else. They not only see us doing things, they sense the emotion behind our actions. Act with love and kindness towards all human beings. Your kids will learn a valuable life time lesson of equality.	2/13/2019 12:48 PM
24	inclusion Services where ALL people are treated equally and there is absolutely NO discrimination.	2/13/2019 10:05 AM
25	Skipped Unsure	2/12/2019 11:55 PM
26	Culturally Specific training Having more mentors and service providers that reflect those being served. Service providers need have an awareness of the culture they are working within and a first hand understanding of the ways in which the population they are working with have been affected.	2/12/2019 10:56 PM
27	Equitable fund services for under served via low income schools or nonprofits; leverage Levy pressure to require schools to open access for services at schools (public buildings), schools manage bus service so that children can participate in afterschool programs and still get home.	2/12/2019 8:40 PM
28	training Teachers, administrators, and staff who are representative of the students in their care, decolonizing curriculum and classroom expectations	2/12/2019 8:36 PM
29	Culturally Specific With the goal of resources equitably accessible, I would think to look to programs that communities of color are accessing and programs that are engaging and retaining clients from communities of color (both culturally responsive and culturally specific) and look critically at those who either struggle to engage and retain, or whose client population tends not to be children/families of color (including those who are culturally specific or culturally responsive). At present, the Children's Levy serves 75.4% non-white children, with 32% speaking English in the home. Perhaps determine what your ultimate target number is and work from there. The least good investment would be in to services that communities of color seem to choose not to access (underutilized)--whether they are culturally specific, culturally responsive or otherwise.	2/12/2019 8:28 PM
30	accountability Culturally Specific I think we are so focused on culturally specific services, we've lost sight of culturally responsive services. Bringing more providers to a place where they are responsive to the wide diversity of the people they serve is critical. And holding them accountable to their commitment and plans.	2/12/2019 8:24 PM
31	Equitable We just need to do it, and offer them to the people who need them most first.	2/12/2019 8:19 PM
32	Skipped I'm not a direct service provider so do not feel qualified to respond.	2/12/2019 8:13 PM
33	Skipped Respondent skipped this question	2/12/2019 8:10 PM
34	Equitable Led by people of color, designed by people of color, implemented by people of color.	2/12/2019 8:05 PM
35	Culturally Specific More representaion of color and culture	2/12/2019 7:59 PM
36	inclusion training Greater understanding and training related to implicit bias at all levels of educational administration, having equal representation within administration, and continuous training related to inclusive practices.	2/12/2019 7:53 PM
37	Equitable if everyone was truly equal and not set apart	2/12/2019 7:46 PM
38	Access to resouces Resources for all the school. Free supplies and uniforms.	2/12/2019 7:35 PM
39	Culturally Specific Parent engagement Racial Equity Skipped Services starting at the youngest point of children's lives are needed, as disparities are in place before they are even born. Access to quality preschool and family education regarding its benefits would help put kindergarten students on equitable footing. Service providers constantly refocusing their equity lens is important, and undergoing professional development to be more cultural literate and sensitive. Services available in multiple languages would help as well, especially extending to parents and guardians so that they can be as involved in their children's success as those families who don't face language barriers. Increasing diversity among staff, instructors, and mentors providing services would help eliminate disparities by motivating and engaging youth who respond well to role models who they can identify with.	2/12/2019 7:31 PM

40	Racial Equity Skipped -A commitment to equity (both as a stated priority and in practice) - Thoughtfulness (thinking carefully about who is served, how, and how to constantly improve to better meet the needs of the individuals served). -Diverse representation in leadership and decision making - Organizations that listen and respond to the needs of the community - Boldness -- organizations that are willing to speak up for their values	2/12/2019 7:26 PM
41	accountability Culturally Specific Racial Equity Services that are delivered, measured and overseen by individuals from marginalized populations, which are representative of the faces and identities being served Services that are trauma-informed, collaborative and strengths-based Services that: aim to call out individual and institutional bias, identify systemic oppression, hold accountable those in power to situate their power and privilege, reshape the positions of power to welcome more diverse leaders. More accountability for those in positions of power Greater representation of racial and ethnic minorities in leadership roles in the schools Continuing education requirements for white and majority-culture-identifying persons (teachers, etc) to understand their positionality and privilege and the ways in which their privilege holding withdraws all of the air from the room of those that continue to be unseen and unheard by virtue of their identity	2/12/2019 7:22 PM
42	Culturally Specific culturally specific services, culturally competent staff	2/12/2019 7:09 PM
43	Culturally Specific training Cultural sensitivity training for all staff- not just classroom teachers, and mandatory age appropriate cultural sensitivity training for students provided by a trained professional, and administrators and teachers that are dedicated to actively celebrating diversity.	2/12/2019 7:00 PM
44	Skipped Respondent skipped this question	2/12/2019 6:54 PM
45	Skipped Respondent skipped this question	2/12/2019 6:50 PM
46	Culturally Specific Staffing programs in a way that reflects the communities that are being served	2/12/2019 6:48 PM
47	Community Racial Equity Get rid of Trump!! He is destroying years of progress and putting a stamp of approval on and promoting racial and ethnic disparities!! We need services that promote at a young age all people are important and to treat people fairly and kindly. We need to promote and stand up when people say things that are not ok and we need to have services that teach this to children.	2/12/2019 6:46 PM
48	training having trained staff of color working with the populations that can relate to them also a need to work with POC's and respect their styles and methods. POC's in leadership and continued training and recruitment of staff of color.	2/12/2019 6:44 PM
49	training more educational tools	2/12/2019 6:18 PM
50	Culturally Specific training Teachers that realize their own bias. Cultural competency trainings. More People of Color in schools. Staff that speak many languages. Opportunities. Funding.	2/12/2019 6:15 PM
51	Systems Change training This one is hard because I think it's more about changing the perceptions of society and not necessarily the services.	2/12/2019 6:09 PM
52	Skipped Unknown	2/12/2019 5:48 PM
53	Culturally Specific Racial Equity training Implicit bias training for all school staff, cultural awareness training for all staff, parent-led groups that focus on equity work, hiring from community to give parents access to jobs they have been shut out of	2/11/2019 9:54 PM
54	Culturally Specific inclusion Racial Equity Services led by culturally specific agencies, Services that cater to the needs and speak to specific needs. Staff and support onsite who look like the students and families receiving the services. National and local Systems changes to support equity and inclusion	2/11/2019 9:46 PM
55	Culturally Specific inclusion Racial Equity barrier-free access; cultural competency and inclusion, including language and custom barriers erased; equity in funding (not equality); stakeholders and decisionmakers are representative of the communities being served or under consideration Equitably accessible across multiple platforms (including those for handicap access); multilingual, no economic barriers; access in all markets (all schools and education platforms); broad to engage, focused to retain; flexible and customizable; collapsible when not needed and expandable when services are of necessity; replicable, repeatable, and relatable	2/11/2019 9:39 PM
56	Systems Change systemic change in how we center whiteness a inter-sectional lens	2/11/2019 9:32 PM

57	Culturally Specific Skipped Ensure that educators and direct service professionals are listened to and are paid properly in order to attend to their own basic needs and feel empowered to make changes in the way they perform their work and in the structure of their organizations. Ensure that educators and direct service professionals have access to unions with strong anti-racist practices. Direct Service workers should be listened to and their needs addressed when designing programs. Ensure that educators have the resources they need to respond effectively to unsafe behaviors in the classroom. Culturally specific parent engagement.	2/11/2019 9:23 PM
58	Culturally Specific No language barriers, knowledge of cultural differences	2/11/2019 9:10 PM
59	Culturally Specific -diversify staff -support education on multiple cultures	2/11/2019 8:56 PM
60	Culturally Specific training Access to interpretation services, workers who have cultural humility and work on this continuously, reflective supervision and training for staff	2/11/2019 8:47 PM
61	training The Teaching Tolerance programs are awesome. Southern Poverty Law education non profit. Yes! Tribes is a good program too, but I only know how it was 20 years ago! Hopefully better now.	2/11/2019 8:39 PM
62	Culturally Specific People providing the services being aware of their own internalized biases and taking specific actions to challenge those biases. Seeing how they can clearly benefit from anti-racist actions.	2/11/2019 8:32 PM
63	Skipped Respondent skipped this question	2/11/2019 8:26 PM
64	Culturally Specific Programming that is culturally specific. Open doors for all children. Mentors that are same ethnic makeup as youth. Tutors that are the same ethnic mentors as children.	2/11/2019 8:22 PM
65	Skipped Respondent skipped this question	2/11/2019 8:15 PM
66	Equitable Racial Equity multilingual services, accessibility, awareness, hiring service providers that are representative of the populations being served. Examine and embed racial equity into all service practices.	2/11/2019 8:06 PM
67	Equitable Racial Equity -more racially diverse group of teachers -more financial resources made available to folks who need them -extra support to marginalized groups	2/11/2019 7:55 PM
68	Equitable Led by people who reflect the people they are serving	2/11/2019 7:47 PM
69	Equitable Service providers who hold minority identities, trauma informed practice	2/11/2019 7:33 PM
70	Culturally Specific Racial Equity training Having culturally reflective staff, trainings in trauma and racial injustice for all staff, paying staff well.	2/11/2019 7:20 PM
71	Culturally Specific Services that welcome, respect and honor cultural differences. Celebrate difference of race, color, language and traditions as joyful and normal. Try not to label services that are for certain part of population defined by their culture. Try to integrate people of different race and color into one community. We all are the community.	2/11/2019 6:24 PM
72	Culturally Specific Staff that represent the community and the population being served Wholistic	2/11/2019 2:37 PM
73	Equitable representation by diverse groups in decision making process	2/10/2019 4:38 PM
74	Culturally Specific training Trainings for foster and bio parents to distigmatize barriers, A cultural awareness approach	2/10/2019 4:32 PM
75	Culturally Specific Translation services for adults and for students. a representation of other cultures in the staff supporting the students and families, whole family services and support. culturally sensitive awareness of best practices and norms around school success in home countries. Classes for parents to empower them to help their students. If the parent's don't feel like they understand the material then they are less likely to empower their students or help them learn or inspire confidence.	2/8/2019 1:37 PM
76	training Flexibility to leave opportunities for student-influenced decisions in programming. Truly caring and diverse instructor rosters. Training opportunities are utilized by the organization leading programming.	2/7/2019 2:49 PM
77	Culturally Specific Direct Service staff that reflect the community, supervisors and directors whom reflect the staff. Service providers willing to interrogate the systems of white supremacy and to actively engage the community for their input on what supports they need, what supports they have and what is working and what is not working for them. Services that are flexible and dynamic to what the community says the need and want.	2/7/2019 11:21 AM

78	Culturally Specific	Culturally specific and well resourced	1/29/2019 2:12 PM
79	Culturally Specific	training culturally competent - the providers match the culture of those being served, lots of training on unconscious bias, etc.	1/23/2019 2:49 PM

Q50 What needs to happen so that resources can be accessed equitably?

Answered: 69 Skipped: 26

#	RESPONSES	DATE
1	Systemic Change Hire somebody that can manage things	2/28/2019 1:46 PM
2	Access to resources Systemic Change Resources ought to have a no-wrong door policy and many need to have a "lottery-system" when there are large numbers needing the same resource.	2/22/2019 1:09 PM
3	Access to resources Assess/account One thing that we've been advocating for a long time is more detailed data collection and disaggregation of data for immigrant and refugee communities. Similar to what you would see in the Coalition of Communities of Color reports. Often the needs of the communities we serve get lost in the data, because overall the larger population is doing "ok". Since so much of the resources are based off of the data, it's very hard to advocate for some communities to get resources if there is no data that reflects this need. Even though we know from our community knowledge that there is a huge need.	2/22/2019 12:13 PM
4	Access to resources -Diverse group of leaders/managers -Resources in various forms (letters, verbal, text, email, calls), language	2/19/2019 7:42 PM
5	Equity Language Barriers cross-cultural communications	2/19/2019 11:55 AM
6	Access to resources Acknowledging that due to historical discrimination and oppression, some groups need more services and attention and resources versus other groups. Operating from an equity lens instead of an equality lens.	2/18/2019 1:18 PM
7	Access Access to resources Community based Everyone should have access to the same resources, no matter what community or district it is.	2/17/2019 9:37 PM
8	Training/Education More education and educators	2/14/2019 9:52 PM
9	Community Unity!!!	2/14/2019 9:49 PM
10	Skipped n/a	2/14/2019 9:35 PM
11	Assess/account Systemic Change Look at how we are funding public schools.	2/14/2019 9:34 PM
12	Skipped n/a	2/14/2019 9:33 PM
13	Skipped not sure	2/14/2019 4:15 PM
14	Equity The people at the top need to realize they need insight from the people of the community. Connecting with the people and understanding what their need are, like food, housing, and money to pay bills by more opportunities within the community. programs that help parents. Helping parents help the children	2/14/2019 3:38 PM
15	Partnership Systemic Change Law-makers and enforcers of the law to have a better relationship with the community.	2/13/2019 5:24 PM
16	Equity Systemic Change We need to start building a new social order where everybody has the same education opportunities, the same support to become a good and reflexive human being and citizen.	2/13/2019 4:11 PM
17	Assess/account accountability for programs giving services	2/13/2019 3:57 PM
18	Skipped I'm not sure	2/13/2019 1:53 PM
19	Access to resources We know who needs those resources, we need to stop thinking to much and act	2/13/2019 1:06 PM
20	Systemic Change Educated people take educated decisions, and model educated behavior to others. Add the element of genuine love and respect to these people and changes will happen. Unfortunately, from my perspective, this changes need to take place one individual at a time. Massive changes seem kind of impossible. Small groups lead by the right leader, may be more effective.	2/13/2019 12:48 PM

21	Access to resources	People need to financially support programs that promote equality and resources need to be provided to all members of the community that are in need.	2/13/2019 10:05 AM
22	Skipped	Unsure	2/12/2019 11:55 PM
23	Access to resources	People will need to be made aware that the resources are available. At times the resources will need to come to the people.	2/12/2019 10:56 PM
24	Access Access to resources	Quality education in and out of school. I would also redefine success as not solely related to school success but career success. igh quality programs for all students and insuring that those who have not been served has access	2/12/2019 8:40 PM
25	Skipped	Respondent skipped this question	2/12/2019 8:36 PM
26	Equity	- individualized to each child/family - adaptable to each child/family - delivered by providers with whom each child/family is comfortable - services should contain an element of choice so children/families can choose their provider and ensure a goodness of fit - culturally responsive - humble, flexible staff - programs with clear staff professional boundaries - reasonable expectations - staff with an assumption that each family is the experts on themselves without applying a specific - programs with demonstrated success engaging with and retaining parents and children from communities of color	2/12/2019 8:28 PM
27	Access to resources	All providers need to demonstrate they can deliver culturally responsive services. More money may need to go to culturally specific providers, though I think Portland has funneled so much money to a few culturally specific providers, they have not been able to keep up with their own infrastructure needs which leads to what they can and cannot do to deliver on program services and outcomes. It's not enough that resources get delivered equitably. Funders need to ensure that providers are qualified and competent.	2/12/2019 8:24 PM
28	Equity	Everything needs to be the same for everyone regardless of race. Or we need to allocate more funds in order to reduce disparities.	2/12/2019 8:19 PM
29	Training/Education	information and education wherever people are that need the information and education. Sounds simplistic but: Info in churches, in stores, malls, corner grocery stores...places where people go. Not everyone goes to a "community center" but everyone goes to Fred Meyer.	2/12/2019 8:13 PM
30	Skipped	Respondent skipped this question	2/12/2019 8:10 PM
31	Access to resources Equity	People of color need to be given position of power within agencies that are offering these resources.	2/12/2019 8:05 PM
32	Skipped	Respondent skipped this question	2/12/2019 7:59 PM
33	Skipped	Respondent skipped this question	2/12/2019 7:53 PM
34	Access Access to resources	all kids need access to computer and supply they may not be able to afford... tutoring for kids who don't know English well	2/12/2019 7:46 PM
35	Funding	Better funding for schools in low income neighborhoods.	2/12/2019 7:35 PM
36	Equity	Service providers need to listen to the input of diverse stakeholders (eg families of students in schools, teachers, youth, racial/ethnic/sexual/gender minorities). Prioritizing funding to low-income and minority communities to combat the disparities.	2/12/2019 7:31 PM
37	Access Access to resources Community based Skipped Systemic Change	That's a really big question, and I think there are a lot of systemic changes that would need to happen for resources to be accessed equitably across our society. As far as the PCL is concerned, I'd love to see an expansion of the focus areas to better include organizations that are working to eliminate racial disparities and are providing early learning support to kids. Adding a focus area around early literacy, for example, would include community-based organizations that are helping kids reach the third-grade reading benchmark, a critical benchmark for academic success in which there are currently big disparities by race.	2/12/2019 7:26 PM
38	Partnership	More community collaboration, less silo-ing, less competition	2/12/2019 7:22 PM
39	Assess/account	tracking of services	2/12/2019 7:09 PM
40	Skipped	Respondent skipped this question	2/12/2019 7:00 PM
41	Skipped	Respondent skipped this question	2/12/2019 6:54 PM
42	Skipped	Respondent skipped this question	2/12/2019 6:50 PM

43	Access Access to resources	Provide information to everyone and support equal access to it. Individualize when needed.	2/12/2019 6:46 PM
44	Equity	offering a larger portion of services to those communities	2/12/2019 6:44 PM
45	Training/Education	more education and acceptance	2/12/2019 6:18 PM
46	Awareness Training/Education	Society needs to all realize that their is a problem. Disparities in services and opportunity are a threat.	2/12/2019 6:15 PM
47	Culture Shift	This one is hard because I think it's more about changing the perceptions of society and not necessarily the services.	2/12/2019 6:09 PM
48	Awareness	Awareness to all	2/12/2019 5:48 PM
49	Access to resources	Understanding equity versus equality, having cultural awareness and education so that resources meet people where they are at	2/11/2019 9:54 PM
50	Access to resources	The resource need to be evenly distributed to culturally specific agencies within the community where people feel comfortable coming.	2/11/2019 9:46 PM
51	Access Access to resources	~access points are equitable (not equal) ~community engagement to address inequities or barriers ~low-, or no-thresholds to access	2/11/2019 9:39 PM
52	Awareness	it is not as simple as just giving money to culturally specific org (although does need to happen) because most serve multiple populations including a a lot of white students and many non-culturally specific programs serve high numbers of youth of color. we have to look at where the specific gaps are and then fill them rather blanket (or equal not equitable) practices will continue.	2/11/2019 9:32 PM
53	Systemic Change	change neighborhood boundaries. Why does Forest Park go to Lincoln and not Roosevelt? Create Spanish Immersion/ bilingual education programs in East County school districts, Parkrose, David Douglass, Reynolds, Centennial, Gresham/Barlow.	2/11/2019 9:23 PM
54	Awareness Systemic Change	Knowledge of the barriers and then elimination of those barriers.	2/11/2019 9:10 PM
55	Community Partnership	-community education -school outreach for families	2/11/2019 8:56 PM
56	Equity Language Barriers	Materials in more languages, staff who speak more languages at 211	2/11/2019 8:47 PM
57	Access Access to resources	School Assemblies that focus on lots of issues, including these, so students all have access to the same info at the same time!	2/11/2019 8:39 PM
58	Disability Equity	Include disability in the focus along with race and ethnic disparities. Disability affects people of all races and ethnicity, and the negative impacts of disability in our society are exacerbated for people of color. Education outcomes for children with disabilities are on par, in terms of disparities, with children of color. This lack of attention to the disparities for children with disabilities is part of internalized bias toward people with disabilities, who are seen as incapable and not worth investment, or alternately educators often feel like special education programs will take care of everything. Please examine your bias on this point, and ask yourselves if excluding people with disabilities is really advancing equity.	2/11/2019 8:32 PM
59	Skipped	Respondent skipped this question	2/11/2019 8:26 PM
60	Access	Transportation, multiple locations of programming.	2/11/2019 8:22 PM
61	Equity Language Barriers	People with lived experience need to be helping to design and inform services. There needs to be collaborative program design to ensure barriers are addressed. Language is one of our biggest barriers...and is such a huge cost. Both for translation and interpretation. It would be so great to have a consistent way to compensate community members, family members who help to interpret. Community organizers representing different groups of people need to be paid to recruit and ensure people feel welcome.	2/11/2019 8:15 PM
62	Equity Language Barriers	written in multiple languages, services offered in multiple languages, awareness of how to reach all communities of color.	2/11/2019 8:06 PM
63	Access to resources Systemic Change	-everything needs to be approached with the understanding that marginalized groups are working through many systemic barriers, and offer more resources and options to make things available and flexible	2/11/2019 7:55 PM
64	Access Awareness	Outreach to those on the outskirts and who shy away from engaging or asking for help.	2/11/2019 7:47 PM

65	Awareness	Training/Education	Education!! Work on lessening the stigma	2/11/2019 7:33 PM
66	Awareness		An understanding of the world we live in, an all aboard approach.	2/11/2019 7:20 PM
67	Community		We need to create a strong and united community where all their habitants feel safe and their children are healthy, developing their potential at proper stages of their development.	2/11/2019 6:24 PM
68	Assess/account		Support quality proven program models that have outcomes that show that they're having success.	2/11/2019 2:37 PM
69	Access to resources	Systemic Change	systemic shifts in ways resources are allocated and who is making such decisions or with what lens decisions are made	2/10/2019 4:38 PM

APPENDIX I

Focus Group Protocol



**Portland Children's Levy
Community Engagement**

Evaluation Report | April 2019

Focus Group Agenda

10 min Welcome -

- Food
- Name Tags
- Consent forms
- Restrooms

2 min- Introductions

- Facilitators:
 - ▶ Who we are
 - ▶ Why we are involved

5 Min- Intention for today

- Promote community understanding of Portland Children's Levy funding process, services funded and demographics of children and families served.
- Understand perspectives from diverse stakeholders about the most effective and most needed services for children, especially children most affected by historical inequities.
- Identify community solutions to improve outcomes for children and families.

5 - Protocol

- We will keep your identity confidential, and we will not share your name or images of your face.
- We are not asking you to disclose any private or sensitive information about yourself. We just want to know what you think about how certain things are affecting our community.
- We are mandatory reporters. If you report any past or presents physical sexual or emotional abuse or you threatened to harm yourself or someone else, the law requires us to report it. We do this because we have a duty to keep families and kids Safe.
- This is a feedback group, we want to be transparent that we are audio recording your statements (if consent is given), and we are taking written notes of the group discussion. In other contexts, people have more discussions about topics. In this group, we won't be doing that. We will be asking for each of you to share your thoughts and opinions, either out loud or in writing. We will be very time conscious in order to get responses for every question.
- This is how this process will look:
 - We will begin with a check in that we will do in pairs.
 - We will give you a handout with a list of community-identified needs and challenges in four sections. These will be read aloud.
 - There are written questions about the community responses. We will ask each question and allow time for them to be answered out loud in the group. Feel free to write your thoughts at any time. After we have asked questions for each section, we will allow time for you all to write any additional thoughts.

- After the focus group is finished, we will collect your papers. If you would like more time to write, the room next door will be available.

- Are there any questions?

5 - Agreements

- Have awareness of the focus group protocol
- Keep answers personal, local and immediate
- Speak your truth responsibly
- Be willing to do things differently
- Be willing to listen to others perspective
- Is there anything else that you would like to add?
- Do you agree to participate in this focus group?

3 minutes - PCL

- Who is the Levy and what is it's the purpose? (Video)

15 min Check-in - Pair share

- Name
- How are you doing on a scale of 1-10 and why?
- What made you interested in participating in this focus group?

60 min Focus Group Activity:

- Community responses from the survey as well as a copy of the questions and most popular answers are printed for each participant.
- Participants will use a modified COWS analysis to provide verbal and written feedback to survey questions related to community responses.
- After each of the four sections, facilitators will allow time for participants to write additional thoughts and responses before moving on to the next section.

20 min Check Out -

Survey respondents had this feedback about the partnership needed between the Levy, its partner organizations, and the community:

“For children and youth to succeed, the Levy should invest in organizations that listens and is responsive to the voices of the youth/families they serve.”

“For PCL resources to be accessed equitably individuals and families must be included in the planning process.”

How do you think that can happen?

Signatures/Payments

Focus Group Logistic Checklist:

- ★ Schedule Posted.
- ★ Pens and backups available.
- ★ Video set up and cued.
- ★ Two check out quotes on the whiteboard for later.
- ★ Room next door opened and set up for any who need more time to write.
- ★ Music for before and after.

Printables:

- Focus group handout (one per participant)
- PCL Focus group community analysis (15 total)
- This document (for each person helping with the focus group)

Agenda Write Up: (For posted agenda)

Welcome!

Intention

Protocol and Agreements

Community Check In

Focus Group Activity

Check Out/Process Feedback

Payments

APPENDIX J

Focus Group Results



**Portland Children's Levy
Community Engagement**

Evaluation Report | April 2019

PORTLAND CHILDREN'S LEVY

Focus group findings

PROGRAM AREA 1: EARLY CHILDHOOD

- **Culturally relevant services** and supports are needed including bicultural and bilingual home visitors and culturalspecific representatives at levyfunded programs. Providers indicated that information about culturalspecific services needs to be collected and centralized in one accessible location.
- Finding affordable, **highquality childcare and preschool** that lasts the entire work day is, as one participant said, “our biggest challenge.” New immigrants may not know the importance of early childhood education because it is not offered in their home countries. SPOTLIGHT: Lack of childcare leading to break-up family.
- Information about early childhood services needs **more effective dissemination**. Bilingual and bicultural ambassadors who visit communities regularly were suggested as a method to distribute information about services.
- Parents are **tired and overworked** and need parent support groups to get questions answered, find out about services, and find respite. One youth said, “Parents need more help than children themselves.”
- Parents need **education** on how trauma and abuse impact children’s brain development.
- Participants described how **resources outside of the system**, such as stable families supporting families in need and parents passing down information to other parents, are useful.
- Parents need help with **transportation** to and from daycare and other early childhood resources.

PROGRAMS 2 AND 3: AFTERSCHOOL AND MENTORING

- Some teachers do not understand diverse cultures and afterschool and school curriculums are catered to white students. Youth expressed a desire for **culturally relevant** afterschool classes, such as cooking East African food, and Tongan parents described a desire for culturally relevant sports (e.g., rugby) and other activities.
- Afterschool programs should provide more robust **academic support** (such as College Possible and the Step-up Program), offer **life skills training** (e.g., finding a career, money management, cooking), and provide opportunities in **STEM, art, and music** (such as the Bravo music program). Afterschool programs could also be more **trauma informed**. Some parents felt SUN School did not provide their children with meaningful afterschool activities.
- Parents said that there is a **dearth of afterschool care**, particularly in winter, and care ends before parents are finished with work. **Transportation** to afterschool activities is also needed.

- Youth described **mentors** who motivated them and held them accountable. More youth mentors are needed, especially mentors who are men of color.
- Wider **information dissemination** about available services is needed. One parent said she learned the most about available programs and services from a volunteer at her child's school who distributed information to parents.

PROGRAM AREA 4: HUNGER RELIEF

- **Communitybased food resources**—such as urban gardens and neighborhood food pantries—are desired. Food distribution programs should purchase from farmers and businesses owned by people of color.
- Families praised **schoolbased food programs** such as free summer lunches, harvest shares distributed at SUN programs, and other free food giveaways at schools (e.g., through Oregon Food Bank). Food giveaway events should not give away food before the scheduled start time so food is still available for those who arrive on time.
- Youth enjoyed a program where students with a food handling card provided **cooking classes** for other students.
- While **food banks** are a valuable resource, food is all cans and is often expired. Educate food banks not to provide expired food. One parent said, “Don’t insult people with food you wouldn’t eat.”
- **Food banks** should also make sure they are open at hours convenient for community members. Employing diverse individuals and offering culturally relevant food may make diverse communities more comfortable accessing them.
- As neighborhoods gentrify, cheaper grocery stores leave and **transportation** to stores becomes necessary. Carrying groceries on public transportation is difficult. A mobile food bank, food banks that deliver, or programs like Urban Gleaners could help community members find food security.
- **Training** on budgeting, meal preparation, and smart shopping is desired. Families also may feel ashamed to access food resources and may need encouragement to do so.

PROGRAM AREA 5: CHILD ABUSE PREVENTION AND INTERVENTION

- There is **cultural variation** on how communities view physical discipline, that is, it is more accepted in some cultures than in others. Immigrant parents need education about U.S. laws regarding physical abuse. Sexual abuse is not talked about in some cultures, and families need education on how to discuss it.
- **Youth are afraid to speak out** about abuse because they do not want to be taken away from their families. Youth suggested providing “safehouses” where they can stay while Child Protective Services negotiates with parents.
- Provide **behavioral health services** to parents who abuse children, education on how abuse affects children, and alternative strategies to physical discipline.
- **Identify signs of potential abuse** before abuse starts. One provider said, “Rather than mandatory reporting, have mandatory inquiry.” School social workers, like those used in California, could be used to identify children at risk for abuse.

PROGRAM AREA 6: FOSTER CARE

- Place children with **foster parents from the same culture** because removing children from their culture is traumatizing. Several providers stated that there are not enough foster parents, and especially not enough foster parents of color.
- Trauma-informed care and understanding children from diverse backgrounds should be **required education** for foster parents. Recertification should happen annually and include a polygraph test to prevent abuse.
- **Resources and assistance** need to be readily available to foster parents including skills trainers for children who do not have adequate hygienic practices, rapid referrals to behavioral health care for traumatized children, and child access to SNAP benefits.
- **Communication strategies** in the foster care system could use enhancement. Foster parents suggested that agencies include foster fathers in communications (rather than only foster mothers), that foster parents have the ability to partner with biological parents, and that foster parents have the ability to participate in the foster care system's decisionmaking.

LEVY-WIDE FINDINGS

- Parents, providers, and youth have a strong desire to become more **involved in community decisionmaking** with regards to the Portland Children's Levy and the City of Portland more generally.
- Regular and **ongoing community involvement** (e.g., focus groups) in City activities—and **followup from the City** on those conversations—is highly desired.
- People of color are needed in City of Portland **leadership positions**, including in the Portland Children's Levy. The organizations that the Portland Children's Levy funds also need people of color in leadership positions.