



Performance and Progress
2011/2012

Why We Do an Annual Data Presentation

- To assess the Levy's performance in various categories against goals.
- To highlight grantees' accountability in reporting who they are serving, how much service program participants receive, and whether outcomes are achieved.
- To improve both program delivery and administration over time.

Report Topics

Part 1 (this presentation):

- Number and characteristics of children served
- Request for Investment policy goals and performance

Part 2 (to be presented in January):

- Program participation levels
- Outcome goals/performance
- Staff turnover rates

All data is from the 2011/2012 fiscal year.

Outline of Presentation

- Numbers Served
- Levy-wide investment policies
- Demographics of children served as proxy for how investments reach children more likely to experience negative outcomes:
 - Age
 - Socioeconomic Status
 - Primary Language in the home
 - Race/Ethnicity

Presentation will cover data collected from grantees to look at the topics listed.

- Demographic variables included in presentation are important because children's demographic characteristics are strong predictors of their likelihood of experiencing positive or negative outcomes. We examine the following demographic variables in this presentation because a growing body of research indicates that these are key factors correlated with children's outcomes:
- **Age.** The growth and development of very young children is critical to their later health and life success. Providing supports early in a child's life, including prevention-based services, can increase the likelihood that children grow to their full potential.
- **Socioeconomic Status.** Family income and associated wealth often predict children's access to and experience with opportunities that can support their growth, development and education. Poverty is highly predictive of children lacking the educational and developmental resources they need to thrive, learn and succeed.
- **Primary Language in the Home:** Children from families in which English is not the primary language in the home have greater likelihood of facing challenges with accessing and understanding the mainstream education, health and social service systems, compared to their English speaking counterparts. Those systems are challenged to make their services available in multiple languages and with cultural competence. This barrier can impede families use of supports available to them.
- **Race/Ethnicity.** Race/Ethnicity is highly correlated with children's outcomes in school and in their overall general wellbeing and safety. Compared to white children in Oregon, children of color are more likely to experience an academic achievement gap, disproportionate exclusionary discipline, and over-representation in the foster care system.
- Taken together, looking at these variables helps us understand whether and how Levy investments are reaching children most likely in need of support.

Number of Children Served FY 11-12

- Goal: 14,885
- Actual: 17,809
- Programs served 20.5% more children than projected.

	FY 09-10	FY 10-11	FY11-12
Goal	14,611	15,726	14,885
Actual	15,541	17,557	17,809
# +/-	930	1,831	2,924
% +/-	6.4%	11.6%	20.5%

Key Point: Levy programs exceeded service targets in 11/12, and served more children in FY 11-12 than in FY 10-11 due mainly to the large numbers of children served in a few programs that offer drop-in and less intensive service models where reaching as many children as possible is the goal and projecting precisely how many will be served each year is challenging.

Additional Information/Analysis

- Serving more children than projected can be a positive or a negative. It might mean that a program is experiencing high turnover where children enter the program, stay for a short time, leave and are replaced by other children.
- Other reasons for exceeding the projected number of children served include garnering additional funding from other sources, forming partnerships with other organizations that allow more children to be served, targets that were set too conservatively and/or or an increase in demand that programs are able to meet with existing staff.
- The percentage by which actual results exceeded service goals is higher than last year and the reasons for this are discussed in the next slide.

Number of Children Served by Program Area

	FY09-10	FY10-11	FY11-12
Program Area	% over/under service goal	% over/under service goal	% over/under service goal
After School	11.2%	16.2%	25.5%
Mentoring	5.2%	-1.3%	-0.6%
Early Childhood	5.5%	7.0%	9.6%
Child Abuse	1.5%	21.3%	50.5%
Foster Care	-7.7%	11.3%	13.2%
Total	6.4%	11.6%	20.5%

Key Point: Levy programs served significantly more this year than last year, particularly in After School and Child Abuse Prevention/Intervention.

Additional Information/Analysis:

•**After-School (6,483):** After-school programs served substantially more youth than projected for a variety of reasons including: 1) high demand and utilization of SUN school programs which offer many class-based programs that youth may attend for a limited time; 2) partnerships and additional funding received by some grantees that enabled them to serve substantially more youth in programs where PCL is only a partial funder of the program, but where all program participants are reported to PCL; and 3) higher number of ensemble music classes offered than projected which serve more youth per class.

•**Mentoring (1,974):** The failure to meet service goals in this program area is due to two programs serving fewer youth than projected.

•**Child Abuse Prevention and Intervention (3,139):** For some programs the goals were set in terms of families to be served vs. children to be served. When making adjustments to count actual numbers served in the same way that goals were set, and when removing one program that offers a drop-in component for several hundred individuals per year, the child abuse prevention category served 12.9% more children/families than projected.

•**Foster Care (678):** Although foster care programs exceeded service goals by 13.2% in the aggregate, the total number projected to be served in this program area was 600 children and 13.2% represents only an additional 80 children. There were no significant retention issues in programs that exceeded service goals.

•**Early Childhood (5,535):** One early childhood program that seeks to serve large numbers of children each year was able to serve many more children than projected due to partner sites serving far more children than projected.

Targeting Service to East Portland

- Extra points in application process given to programs that planned to serve East of 82nd Ave.
- PCL tracks the number served by the zip code of residence or school.
- 37% of children served resided or went to school in zip codes East of 82nd Ave.
- 25% of Portland residents live in East Portland.

Key Point: The Levy is meeting its policy goal of providing a significant portion of services to East Portland residents in recognition of the fact that East Portland has a higher rate of poverty as compared to the rest of Portland.

Additional Information/Analysis

- The percentage of people at or below the federal poverty rate is 19.1% for East Portland, and 16.1% for Portland as a whole.
- 25% of Portland residents live in East Portland as defined by the East Portland Action Plan Committee and including the zip codes located East of 82nd Ave. (147,347/583,776; 2010 Census Data).
- Data for past three years has been consistent: 37% - 39% of children served either lived or attended schools in zip codes East of 82nd Ave.
- The zip codes that are within the boundaries of the City of Portland and **include** areas East of 82nd Ave. are as follows: 97216, 97220, 97230, 97233, 97236, and 97266. Some of these zip codes also include areas that lie outside the boundaries of the City of Portland.
- 31.9% of children served lived in SE Portland, 27.2% in NE Portland, 18.2% in North Portland, 5.4% in NW and SW Portland, 2.8% of children served were homeless, and 14% did not indicate their geographic residence.

Culturally Specific Programs

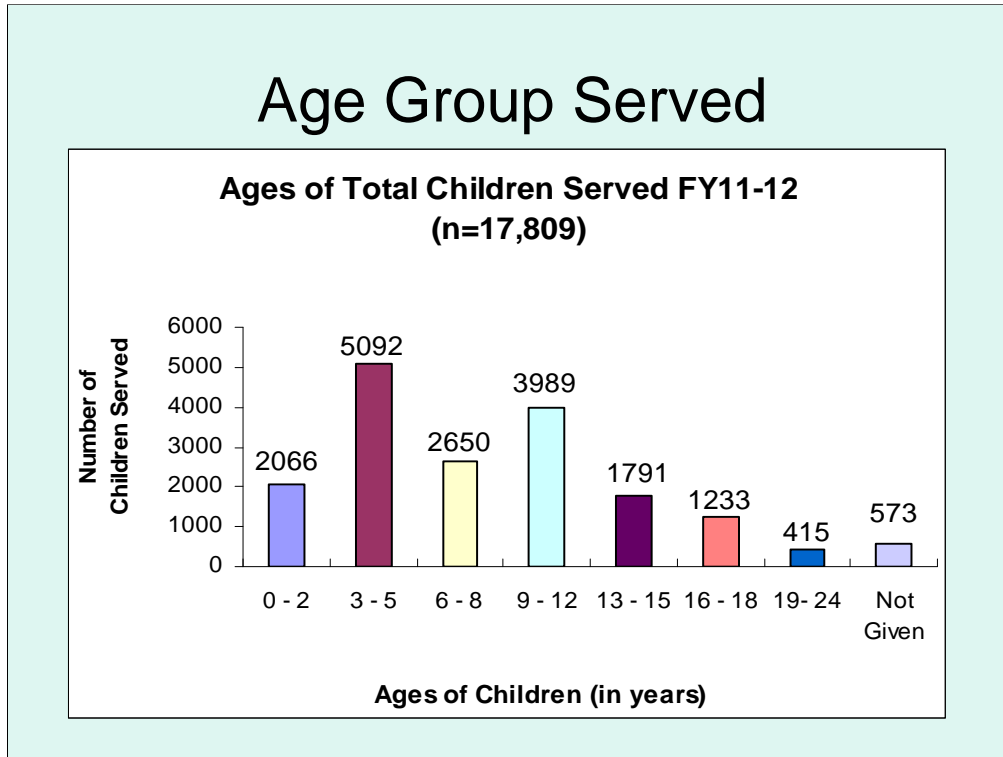
Indicator	Culturally Specific Programs	Mainstream Programs
% of children of served	<u>FY 09/10</u> : 12.5%	87.5%
	<u>FY 10/11</u> : 15.9%	84.1%
	<u>FY 11/12</u> : 15.3%	84.7%
% of annual investment	31% (three years)	69%

Key Point: The addition of Leverage Fund investments in FY 10/11 increased the number of children served in culturally specific programs. Slight fluctuations in children served across all types of programs explain the variance between FY10/11 and FY11/12.

Additional Information/Analysis

- Culturally specific foster care programs that were new programs during FY 09/10 were able to serve more youth in their second and third years of operation.
- The amount of annual funding for the additional programs funded through the Leverage Fund was not enough to affect the total funding invested in culturally specific programs.

Age Group Served

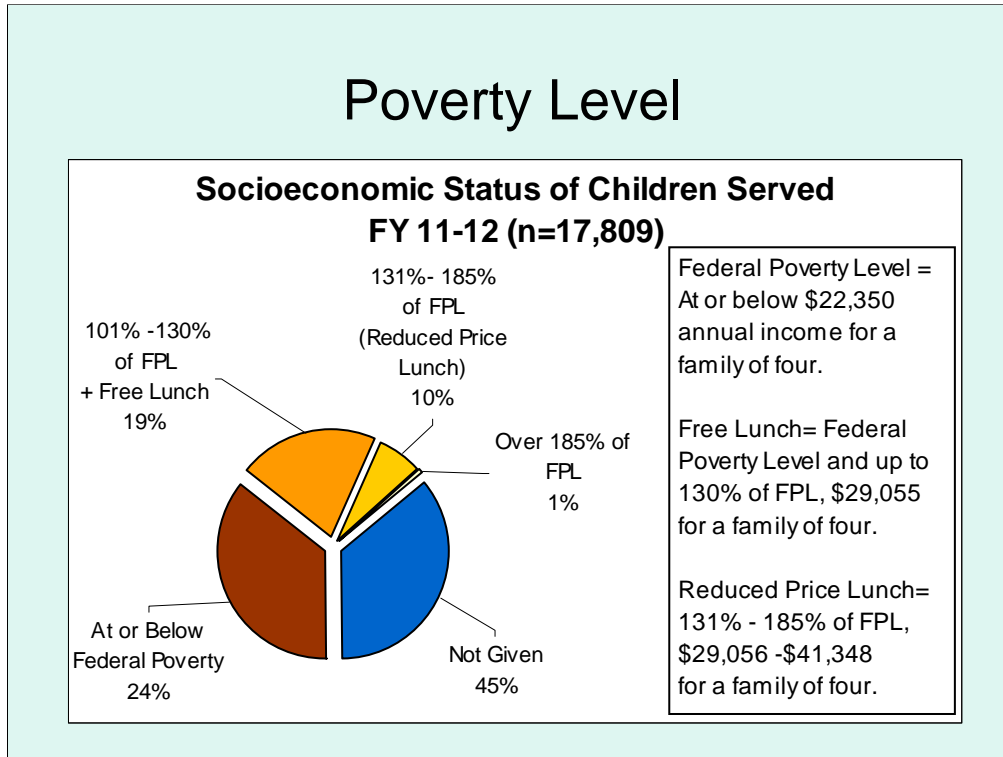


Key Point: Levy programs are more heavily weighted toward serving children aged 0-5, and this trend has been true for the past 5 years. This trend indicates Levy investments are reaching children early on when prevention and intervention is most likely to be effective.

Additional Information/Analysis

- Age range of 0-5 (early childhood) is 24% of the age spectrum of 0-24 represented on the graph above. However, the number of children aged 0-5 served is 40% of the total number served. Of the total children served, 55% are ages 0 – 8 years.
- This distribution indicates that the bulk of children served by levy investments are young children and programs are reaching them during the crucial period of early development.
- Children ages 5 and younger have composed 36% to 50% of children served by the Levy at various points in time over the past six years. Major fluctuations can be attributed to the number of children served annually by one Early Childhood program, the Multnomah County Library’s Raising a Reader, which has served between 2,700 – 3,600 children annually with Levy funding. The program partners with childcare centers, preschools, home visiting programs, and Head Start programs throughout the city and county to provide its services, and changes in site partners and site enrollment impact the annual increases and decreases in children served by the program.
- For the past three years the Levy has served a lower percentage of young children (0-5) than is represented in the foster care population. The trend has improved over time and this is the first year that the proportion of children ages 0 – 5 served by Levy foster care investments (33%) is nearly the same as in the foster care population (36.7%). Serving the same proportion of children is important, but if the Levy wants to better support this vulnerable group and help mitigate the effects of entering the foster care system at such a young age, we may want to focus future foster care investments more directly for this population.
- Over the past three years children ages 0-5 have composed 42% to 48% of children served by child abuse prevention investments, surpassing the number of young children represented in the foster care population (34.2% to 37%).

Poverty Level



Key Point: Data shows that services are indeed reaching children in poverty, which has been consistent for all years. Levy investments continue to reach children most likely in need of additional supports.

Additional Information/Analysis

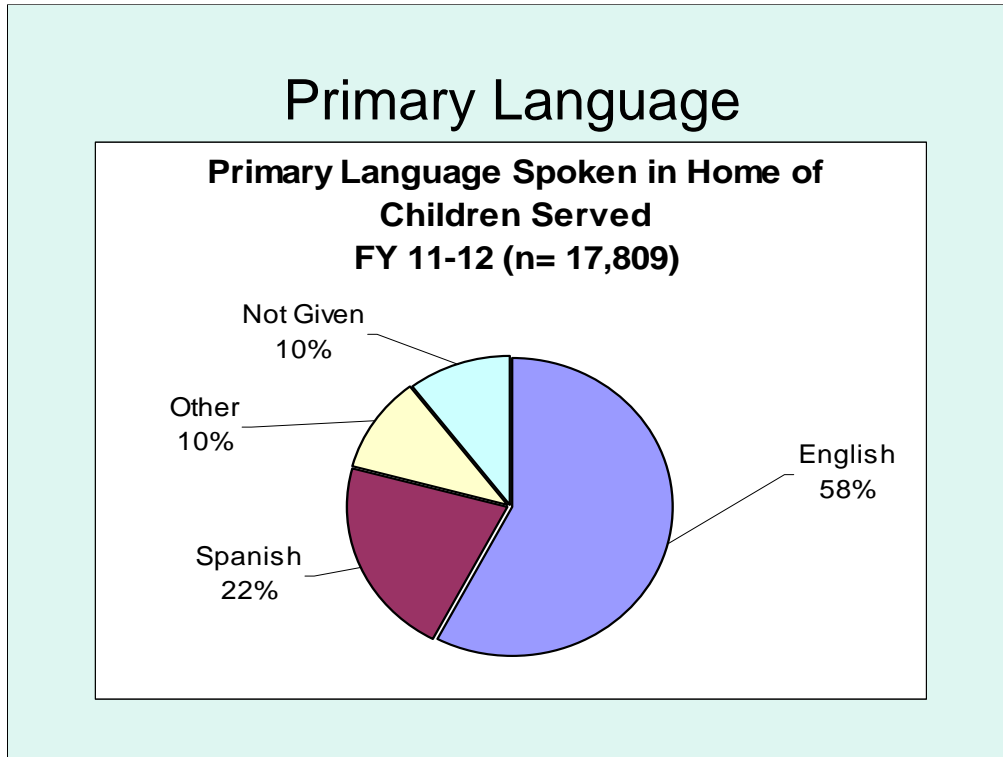
- Income data are collected differently by Early Childhood (EC) and Child Abuse Prevention & Intervention (CA) grantees than by After School and Mentoring (ASM) grantees. EC/CA grantees collect income data directly from clients; ASM grantees receive Free & Reduced Lunch qualification data from school districts about groups of children served.

- Altogether, 53% of children served are living in households with incomes that range from the federal poverty level (FPL) and up through 185% of FPL. The FPL for the relevant year was \$22,350 for a family of 4; 185% of FPL was \$41,348 for a family of 4.

- As a point of reference, the median income for a family of 4 in Portland is \$73,000 (Portland Housing Bureau, 2011). This means the majority of children served in our programs come from families whose annual income is, at best, around half of the median income.

- Over the past five years, the percent of children served who come from families with annual incomes at 185% of FPL or less has varied between 53% to 60% of children served.

- Over the past five years, the Levy typically has not received SES data for over 40% of children served each year. These data are not given due to the ways in which programs collect client data and provide services. In addition, we only have federal lunch program participation data on a portion of the youth who participate in after-school and mentoring programs. However, we know that nearly 80% of the schools served by grantees had rates of participation in the federal lunch program of 60% of the enrolled students so it is likely that the funded after-school programs are reaching significantly more students in poverty than is reflected in this data.



Key Point: The Levy is reaching a significant percentage of children from homes where the primary language spoken is not English, which is a strong predictor of children’s later challenges with academic achievement. The number (and proportion) of children served by the Levy, who speak a primary language other than English or Spanish, has grown substantially over the past 6 years.

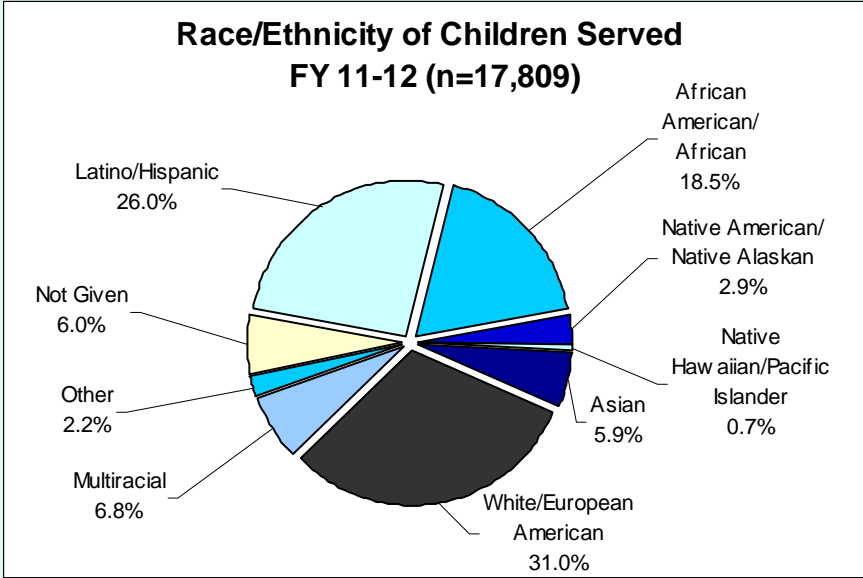
Additional Information/Analysis

- 32% of children come from homes where the primary language spoken is not English.
- Across all program areas, over 1,850 children served come from homes where the primary language is neither English nor Spanish.
- From data grantees reported at least 58 other languages, plus American Sign Language are spoken, including: Amanu, Amharic, Arabic, Ashanti/Twi, Bosnian, Burmese, Chin, Chinese, Chuukese, Congo/Kongo, Creole, Czech, Dinka, Eritrean, German, Gujarati, Gonja, Hindi, Hmong, Ibibio, Indonesian, Japanese, Karen, Kinyarwanda, Kirundi, Korean, Krio, Kurdish, Lao, Maay Maay, Mayan, Mien, Mixtec, Moldovan, Nepali, Oromo, Palauan, Pashto, Portuguese, Punjabi, Romanian, Russian, Saho, Samoan, Sango, Slovak, Somali, Swahili, Tagalog/Filipino, Tigrinya, Tibetan, Thai, Tongan, Turkish, Ukrainian, Urdu, Vietnamese, Visayan.
- Over the past 6 years, the proportion of children speaking a primary language other than English or Spanish, has grown **from 7%** in FY 06-07 **to 11%** in FY 11-12; from 1,168 children to 1,864 children.
- Among the 1,864 children from homes with a primary language other than English or Spanish: 10% speak Chinese, 12.5% speak Russian, 20.4% speak Vietnamese, and the remaining 57.2% speak one (or more) of 55 other languages.

Race/Ethnicity Data: Context

- Present data to look at who PCL programs serve through an equity lens.
- Analyze whether we are reaching populations that are more likely to experience a significant achievement gap as compared to the white middle-income population.
- Analyze whether PCL is addressing the significant overrepresentation of Native American and African American children in the foster care system.
- Analyze whether PCL is investing equitably across program areas and in each program area.

Race/Ethnicity Served

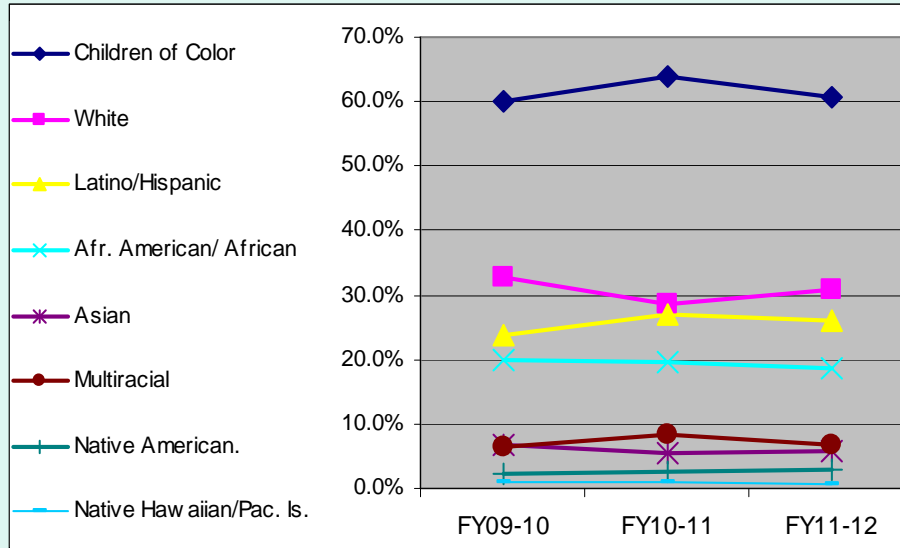


Key Point: The majority of children served are children of color (63%).

Additional Information/Analysis

•Latino children remain the largest population among children of color served (26%) followed by African American children (18.5%). This has been the trend over the past several years.

Race/Ethnicity Served: 3-year trends



Key Point: There have been no significant changes in the proportion of children of color served, or in the proportions of sub-populations served as compared to the total population served over the past 3 years.

Additional Information/Analysis

- For the past 3 years (of the current Levy) the percentage of children of color served has hovered around 65% of all children served.
- Of the total children served over the past 3 years, the subgroups have composed the following portions of the total:
 - White children* served has ranged between 28.5% - 32.6%. (Note: This racial category includes Eastern European immigrant children and we do not currently collect data on this sub-population of white children).
 - Latino children* served has ranged between 24%-27%.
 - African-American and African children* served has ranged between 18.5% - 20% (Note: We do not at this time collect data in a way that allows us to know the portion of African Immigrant children served separately from the portion of African American children served each as a percentage of the total.)
 - Asian children* served has ranged between 5.5% - 6.8%.
 - Multiracial children* served has ranged between 6.8% - 8.2%.
 - Native American/Alaskan Native children* served has ranged between 2.4% -2.9% of children served.
 - Native Hawaiian/Pacific Islander children* served has ranged between 0.7% - 0.9%.
- The portion of children for whom these data have not been reported has hovered around 6% annually.

Race/Ethnicity Data FY11-12

Population	% of Levy Program Participants Served	% 2010/2011 Enrollment in Portland School Districts	% Multnomah County Population
Children of Color	63.0%	48.4%	27.9% (all ages)
White Children	27.0%	51.6%	72.1% (all ages)

Compared to white children, children of color are more likely to experience:

- Lower rates of meeting/exceeding academic achievement benchmarks
- Disproportionately higher rates of exclusionary discipline in schools
- Over-representation in child welfare system

Key Points:

1. The Levy is serving children of color at least proportional to school enrollment and population proportions.
2. More importantly, the Levy has successfully reached proportionally more children who are most likely to experience the education achievement gap, disproportionate exclusionary discipline in schools, and overrepresentation in the foster care system.

Additional Information/Analysis

- Data reported this year are similar to data from the previous 2 years with the percentage of children of color attending Portland schools increasing slightly more than 1% in that time period.
- For this analysis, Portland school districts include PPS, David Douglas, Centennial, Reynolds, and Parkrose. The Reynolds and Centennial districts include schools that are NOT in the City of Portland, and serve students who do not reside in the COP. Source of school enrollment data for this slide and the next 4 slides is the Oregon Department of Education.
- Demographic categories for Oregon Dept. of Education data are slightly different than the categories PCL uses. For example, PCL figures include African-American and African immigrant together in the African-American category. ODE uses "Black" as the category which would also likely include African-American and African immigrant children.
- Data on Multnomah County population for these slides is from the 2010 US Census.
- Analysis by the Coalition of Communities of Color, as reported in Communities of Color in Multnomah County: An Unsettling Profile, indicates that the population of communities of color in Multnomah County and Portland is likely larger than Census data reflects due to a variety of historical factors and data collection challenges. While the Levy appears to be serving a significantly greater proportion of children of color as compared to either the percentage of children of color enrolled in Portland school districts, or the percentage of all people of color living in County, we cannot be completely confident in these findings due to challenge of likely undercounts by school and census data.
- Across all race/ethnicity categories for children of color, trends in American Community Survey data as analyzed by the Coalition of Communities of Color indicate that children are a higher percentage of minority populations and that Portland will become more diverse over time due to higher birth rates among women of color compared to white women.
- For additional local data on the academic achievement gap, disproportional exclusionary discipline and over-representation in the foster care system, go to the reports at the following links:
- <http://allhandsraised.org/wp-content/uploads/2012/10/BPI-Report-Rev.pdf>
- http://www.oregon.gov/Hispanic/pdfs/final_hispanic_gap_report_9-1-09_1.pdf
- http://allhandsraised.org/wp-content/uploads/2012/10/exclusionary_discipline_1-3-12.pdf
- http://web.multco.us/sites/default/files/ccfc/documents/final_quantitative_report.pdf
- Various reports from the Coalition of Communities of Color:
<http://www.coalitioncommunitiescolor.org/research/research.html>

Race/Ethnicity Data FY11-12

Population	% of Levy Program Participants Served n=17,809	% 2010/2011 Enrollment in Portland School Districts n=76,360
Latino Children	26.0%	20.9%
African-American Children	18.5%	10.2%
Asian/Pacific Islander Children	6.6%	10.6%
Native American/ Alaskan Native Children	2.9%	1.0%*
Multiethnic Children	6.8%	5.7%
White Children	27.2%	51.6%
Not Given	6.0%	0%

Key Point: Data on PCL service to the populations listed above is more difficult to interpret for the reasons set forth below.

Additional Information/Analysis

- PCL does not currently fund any grants that are solely focused on funding programs for the API population which is the likely reason that we are serving fewer API youth as compared to the percentage of the school they make up. PCL does fund multiple grants to culturally specific providers that focus on Latino, African American and Native youth which likely accounts in part for higher levels of service penetration for those populations.

- *As noted in the previous slide, there are many issues with underestimating the demographic population data for communities of color. For example, as noted in the Communities of Color in Multnomah County: An Unsettling Profile report, the Native American/Alaska Native population may comprise up to 5% of the local population and school enrollment using “community-validated” method for quantifying the local Native population at large (this includes individuals who identify solely as Native or who identify as Native and with other racial/ethnic heritage).

- According to the census data reported in “Making the Invisible Visible” report on the Native American community in Portland, there are twice as many multiracial Native Americans as there are Native Americans of one race living in the Portland metropolitan area. Thus it is possible that a significant number of multiethnic children served by PCL are of Native American descent.

- The fact that there was no race/ethnicity data on 6% of children served by PCL programs also assures that some or all of the categories of race/ethnicity served are underreported.

- School Enrollment Trends:** As noted in the previous slide, the proportion of children of color as percentage of the total enrollment in Portland school districts has increased by a little more than 1% over the past 3 years. In addition, the proportion of Latinos has increased by 1%, the proportion of African-American children has decreased by nearly 1%, the Native American/Alaskan Native population has decreased slightly, the Asian/Pacific Islander population has fluctuated slightly, and the proportion of multi-ethnic children has increased by 1.5%.

- It is unclear why the school district data indicates no children’s race/ethnicity data was “not given”.

Race/Ethnicity Data: Issues in Levy Programming

- At the macro level, the Levy has successfully directed proportionally more programming to populations that are likely to experience disproportionately poor outcomes.
- However, it is important to examine the next layer down to see if investments are reaching vulnerable populations in all program areas.

Race/Ethnicity Data: Issues in Early Childhood

Population	% of Levy Early Childhood Program Participants Served n=5,535	% of School District Enrollments in Portland
African American/ African	15.5%	10.2%
Asian/Pacific Islander	7.2%	10.6%
Native American/ Alaska Native	1.2%*	1.0%
Latino	31.6%	20.9%
Multiracial	5.3%	5.7%
White	34.7%	51.6%
Not Given	3.9%	0%

Key Point: Levy early childhood programming is reaching some populations likely to arrive at school less prepared for kindergarten but it is not reaching others that could benefit from extra kindergarten preparation support.

Additional Information/Analysis

- *As noted on the previous slides, the school enrollment figures and population estimates for the Native community may be lower than their actual proportions in school enrollment and the population, which would further exacerbate the degree to which these populations are underserved in early childhood.
- While these data have not changed significantly over the last 3 years, we include the slide as a reminder that the Levy may need to better focus future early childhood investments in populations that are more likely to experience a significant academic achievement gap, such as Native American/Alaska Native children while also preserving a higher proportion of investment in programs serving Latino and African American children who are also very much at risk for the achievement gap.
- Our early childhood investments are lower than ideal for the Native American/Alaska Native population in part because the Levy received few to no applications from culturally specific applicants serving the Native American/Alaska Native population, and in part because other Levy funded programming does not appear to be reaching the Native American/Alaska Native population in proportion to the likely percentage of the population for Native Americans/Alaska Natives.

Race/Ethnicity Data: Issues in Foster Care and Child Abuse

Population	% of Levy Foster Care Participants Served n=678	% of Levy Child Abuse Participants Served n=3,139	% children in Foster Care Multnomah County (as of 12/2/2012) n=1,875
African American/ African	26.4%	13.2%	22.1%
Asian/Pacific Is.	0.3%	1.8%	2.8%
Native American	20.8%	3.2%	6.3%
Latino/ Hispanic	6.6%	19.5%	14.3%
Multiracial	11.4%	9.2%	n/a
White	33.5%	29.8%	50.9%
Not Given	0.4%	14.6%	3.5%

Key Point: Levy foster care programming has successfully been directed toward Native American and African American populations that are over-represented in the foster care system.

Additional Information/Analysis

Foster Care:

- No significant changes in the data from the previous years.
- Contracts with culturally-specific foster care service providers assure the Levy reaches the Native American and African American populations.
- Levy foster care programs are serving a smaller percentage of Latino/Hispanic children as compared to the percentage of Latino/Hispanic children in the foster care population. There has been a steady increase in the percentage of Latino/Hispanic children in foster care in Multnomah County over the past three years; from 11.3% - 14.3%. In the future, PCL may want to focus foster care investments in services for the Latino/Hispanic population.

Child Abuse:

- Levy child abuse prevention programs are serving a smaller percentage of African American and Native American children as compared to the percentage of children in the foster care population.
- This program area has seen a significant decrease in the percentage of African American children served by Levy child abuse programs over the past three years; from 22% in FY09/10 down to 13.2% in FY11/12. The decrease is primarily due to the addition of a child abuse prevention program that serves large numbers of children, which began full implementation in the fall of 2010, and the addition of five leverage fund grants in this funding area. As a whole, this group of "new" programs served over 1,000 children in both FY10/11 and FY11/12 and they served proportionally fewer African American children as compared to the other child abuse programs.
- In order to have an impact on the overrepresentation of African American and Native American children in foster care, PCL may need to prioritize investments in prevention services for these populations.

Data Details

- Source of Multnomah County Data, DHS Child Welfare; point in time: December 2, 2012

Race/Ethnicity Data: Issues in After-School

Population	% of Levy After School Participants Served n=6,483	% of School District Enrollments in Portland
African American/ African	20.2%	10.2%
Asian/Pacific Islander	8.5%	10.6%
Native American/ Alaska Native	3.0%	1.0%
Latino	29.4%	20.9%
Multiracial	5.1%	5.7 %
White	27.2%	51.6%
Not Given	4.7%	0%

Key Point: For the most part, Levy after-school programming has successfully been directed toward populations most at risk for the achievement gap.

Additional Information/Analysis

- The Levy has consistently directed after-school programming to a higher percentage of African American and Latino students than these populations compose in the overall school district enrollment which is appropriate given the high risk of achievement gap for these populations.
- As noted in previous slides, if the Native American/Native Alaskan population is closer to 5% of school enrollment and the general population, then PCL is underserving this population in this program area as well.
- After-school programs serve the greatest number of youth served in any single PCL program area which makes the percentages in this program area less sensitive to the service data from any one program.

Race/Ethnicity Data: Issues in Mentoring

Population	% of Levy Mentoring Program Participants Served n=1,974	% of School District Enrollments in Portland
African American/ African	27.2%	10.2%
Asian/Pacific Islander	5.0%	10.6%
Native American/ Alaska Native	1.0%	1.0%
Latino	15.9%	20.9%
Multiracial	10.7%	5.7 %
White	34.2%	51.6%
Not Given	4.3%	0%

Key Point: Mentoring investments are reaching some populations likely to experience negative outcomes, but not reaching other populations that may benefit from mentoring supports.

Additional Information/Analysis

- The Levy did not receive competitive or Leverage Fund applications for culturally specific mentoring programs serving either Native American/Alaska Native children, Latino children, or Asian/Pacific Islander children. The Levy's investments in mainstream programs do not appear to be reaching those populations proportional to the school district enrollments.
- There is tension between typical best-practice models for mentoring programs and cultural values in the Native American/Alaska Native community which may be why PCL did not receive applications by mentoring programs focused on Native American/Alaska Native population.

What is Missing from the Data

- Data on sub-populations of “white” (Eastern European immigrants), and “black” (African immigrants).
- Duplicated race/ethnicity data that reflects all of the multiple races/ethnicities with which each program participant identifies
- The ability to disaggregate outcome data by other variables (poverty, race/ethnicity)

•Levy demographic forms do not currently require that grantees record service to Eastern European immigrants separate from “White/European-American” participants. The form allows grantees to report these separately if they choose, but because it is not required, we do not have uniform data across all grantees. Similarly, the form does not currently require that African immigrants be counted separately from African-Americans, although some grantees choose to do so. In addition, other governments and institutions do not necessarily separate these two immigrant groups from the overall “White” and “Black” categories which means that even if the Levy did collect the data, there may not be any comparison population level data for comparison purposes. On the other hand, failing to separate out these data may mask whether we are reaching sub-populations within larger categories that may have different levels and types of risks than other populations reported in the category. With the current data collected, the language data variable is the best proxy for understanding how well we might be reaching immigrant groups generally.

•Federal census data and American Community Survey data on race and ethnicity are broken down in a variety of ways that provides a much richer picture of which multiple races and ethnicities people identify as and in what combinations. Multnomah County is planning to move to a system that also tracks the multiple races and ethnicities of its program participants. Levy staff are considering adding this to our reporting requirements to provide a better picture of the multiple races and ethnicities with which program participants identify instead of only reporting the category as “Multiracial.”

•Many large institutions such as school districts and the Oregon Department of Education have databases that track individuals demographic characteristics along with educational data. This allows these institutions to further break down data to understand, for example, how many African-American 3rd graders are meeting the reading benchmark as compared to the number of white 3rd graders meeting the benchmark. Because the Levy does not have a central database of client level data (thus does not require grantees to report data on individuals into a central database), we are unable to disaggregate outcome data by demographic groups to understand whether program outcomes vary by race/ethnicity or other variables. While this information could be useful, getting it would require significant financial investment in a database, training for staff and grantees to use the database, and increased reporting burden for grantees. At this juncture, given the current financial picture, Levy staff are not contemplating moving in this direction.