



Performance and Progress
2010/2011

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 (December 2011):

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

Part 2 (This Presentation):

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

All data is from the 2010/2011 fiscal year.

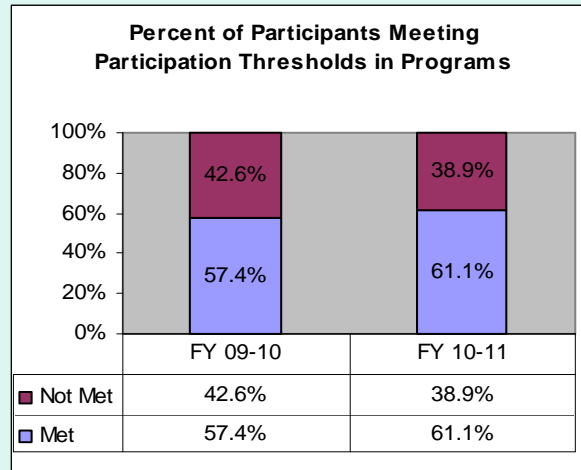
Participation Data

- Second year Levy has collected this data
- Data is relevant to program “dosage”
- Dosage is important in affecting outcomes for children
- Uses of the information:
 - Raising awareness and improving participation rates at the program level.
 - Establishing expectations for participation levels in program areas and among similar programs.
 - Long term goal: using information to more effectively target services.

Key Point: We are seeking to establish reasonable participation expectations in program areas and, where possible, for similar types of programs so that we can assess whether funded programs are meeting a relevant standard.

Participation Data

- All programs set participation thresholds for outcome tracking.

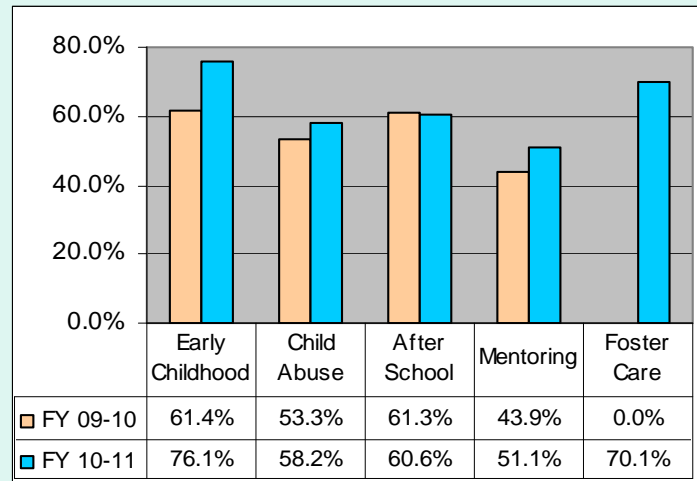


Key Point: These data were baseline last year. Comparing the two years shows that approximately 60% of program participants met participation thresholds.

Additional Information/Analysis

- Thresholds are based on the minimum level of participation that a program believes is necessary in order to produce the program's intended outcomes with participants.
- Examples of participation thresholds: 1) attending 30 days of SUN programming during the school year; 2) attending mentoring sessions at least 4 hours per month for 6 months; or 3) enrolled at least six months.
- In cases where different participation thresholds were set for tracking various outcomes specified in a contract, staff used data on participation in the main service component(s) for the purpose of aggregating the data.

Participation Data: Percent of Participants Meeting Threshold by Program Area

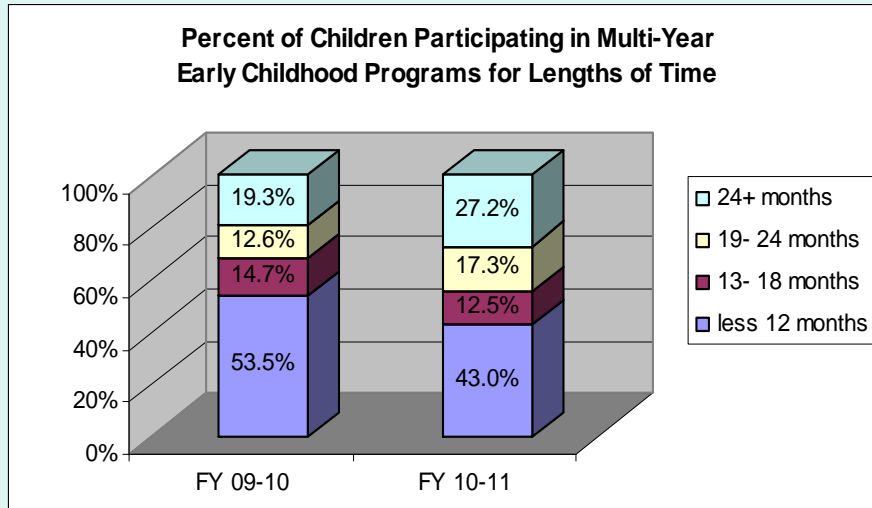


Key Point: Participation rates did not vary tremendously from year to year in each program area.

Additional Information/Analysis

- Early childhood showed the greatest variation from last year, but that was due mainly to a change in how data on the participation thresholds were collected between the two years.
- For foster care programs, the data were too limited to report in FY 09-10 due to the majority of participants enrolling in programs later in the service year and not yet participating long enough to meet the threshold.
- After-school programming includes both class-based enrichment programs (where the percentage of classes attended is higher) and more general SUN programs serving students with a wide variety of programming, some of which may be more short term. The percentage of participants meeting the threshold in SUN programming is lower than other programs, but the number served is often much higher.

Early Childhood Programs: Length of Participation



Key Point: The percentage of children that participate for longer periods of time in multi-year programs has increased from last year.

Additional Information/Analysis

- The 7 programs included in this analysis are multi-year home visiting and Early Head Start programs serving over 650 children from 470 low-income families.
- Some children served were not able to participate longer than 1 year because of their age at enrollment and the age eligibility for the program. For example, if a child enters a program at 4 years of age, and the program ends at age 5, the child could not be served for more than one year.
- It is unclear from our current data what portion of children served would not have been able to attend more than one year (or more) based on age at enrollment. We hope to gather more accurate data in future years.
- Recent research indicates that low-income children who receive 2 years of proven home visiting programming and also attend at least one year of preschool are as prepared for kindergarten as middle/ higher-income children. The study also demonstrated a reduction in the achievement gap between low-income children participating at that level and middle/higher-income children.
- Data indicate that children served this year stayed in the multiyear programs for longer periods of time compared to children served by the programs last year. The implication from these data is that some portion of the children enrolled last year or served last year are still in the programs this year, which is encouraging.

Early Childhood: Participation in Home Visiting vs. Group Services

SERVICE PROVISION:

- Programs provided over 90% of home visits required by contracts for the past 2 years.
- Programs provided twice as many groups as required by contracts this past year.

SERVICE PARTICIPATION & UTILIZATION:

- 85% of families met program home visit participation goals this year (65% last year).
- 25% of families did not attend any group activity (37% last year).
- Only 27% of families attended 50% or more of groups offered during the year or their enrollment period.

Key Point: Programs offering home visiting and parent/child socialization-play groups have consistent home visit service delivery and participation, compared to goals. On the other hand, group services are not well attended, yet programs are offering them in numbers that exceed their service goals, hence creating more staff work and cost for the programs.

Additional Information/Analysis

•Home visiting services are a main emphasis of the Early Head Start home-based services and the Parents As Teachers curriculum used by home visiting programs funded through the levy. Research shows that participation in home visiting services over time (and at least exceeding 10 visits in a 12 month period) can show some positive effect on child development domains and on positive parenting practices.

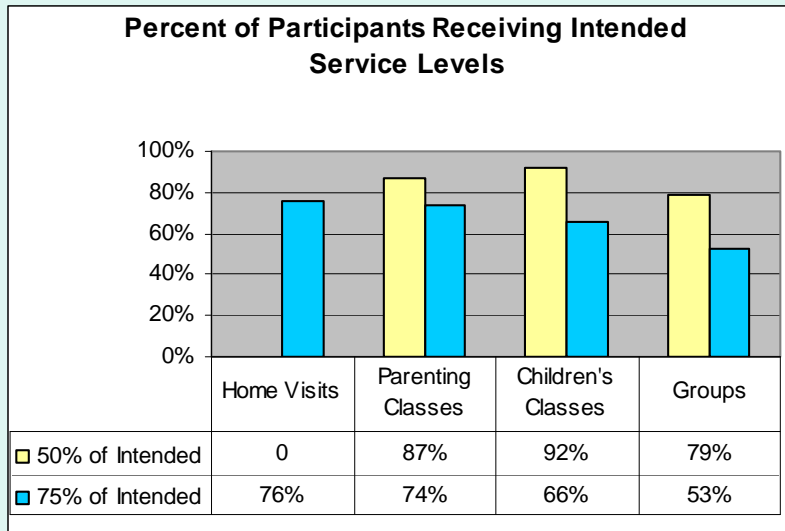
•Group services in Early Head Start home-based services and in the Parents as Teachers programs are required by the program model/curriculum to be provided to families; however, attendance at groups in both program models is optional to families.

•At minimum, Levy staff believe these programs should continue placing time and energy on keeping home visit delivery and participation high, but that programs should NOT offer more groups than necessary given families' low levels of participation.

•A few programs have better than average group participation, but those programs are able to offer transportation to families to attend groups. Without transportation, particularly in the cold, rainy winter and spring months, attendance at groups tends to drop off considerably according to grantees.

•Staff recommends that the Levy require the minimum level of group services, especially when grantees cannot offer transportation.

Child Abuse Prevention: Utilization



Key Point: These data capture how well participants in child abuse prevention programs utilize the range of services offered by programs. Home visiting services have the highest rate of participation while groups have the lowest rate of participation.

Additional Information/Analysis

- The participation data reported in previous slides only captures the percentage of participants who met the participation threshold for the primary service component, which in some cases is stated in terms of length of time engaged in services versus amount of service received.
- Many of the Child Abuse Prevention programs offer multiple service components. To gain a better understanding of utilization of the various service components, programs are asked to report the number of participants that met specific levels of participation.
- Home visiting** services are a primary service component of many of the Child Abuse Prevention programs. Research shows that high intensity (at least one year in length and many visits per year) home visiting services have the greatest likelihood of having a positive impact on at least one child development or parenting outcome. (9 programs; 1,029 participants)
- Parenting classes** are a common strategy used to improve parenting practices and prevent child maltreatment. The classes are typically offered as 12-week sessions. The more classes that parents attend, the greater likelihood for improved knowledge and/or skill development. (4 programs; 207 participants)
- Children's therapeutic classes** are offered to support child development. The parents of children attending the therapeutic classes are required to assure their children attend at least 75% of classes. (2 programs; 201 participants)
- Group services** are offered as an optional service component by several of the Child Abuse Prevention programs. Transportation to group is a key challenge for participants. (5 programs; 102 participants)
- By collecting this data over time, we intend to develop standards for each of the service components.

Foster Care: Utilization of Primary Service Component

- 46% of participants received at least 75% of the intended level of service.
- 57% of participants received at least 50% of the intended level of service.

Key Point: Fewer than half of the participants in Foster Care programs received at least 75% of the intended level of service.

Additional Information/Analysis

- The participation data reported in previous slides captures the percentage of participants who met the participation threshold for the primary service component. That data showed that 70% of participants met the participation threshold. In some cases, the participation floor is set as a length of time engaged in services rather than an amount of service received.
- To gain a better understanding of utilization, programs are asked to report the number of participants that met specific levels of participation.
- These data reflect 5 foster care programs reporting on the number of participants that receive at least 75% of the intended service, and 4 programs reporting on the number of participants that receive at least 50% of the intended service.
- Data reliability may be a factor in the low utilization rate for some foster care programs.
- The additional challenges and complexities related to serving children and youth who are in foster care may also lead to lower utilization of program services.
- Some foster care programs may need to adjust services to better engage and meet the needs of children in foster care, and/or adjust the intended level of service participation. Some services and/or the method of service delivery may not work for this population.
- This year's data will serve as baseline for future measurement.

After-School: Developing Participation Expectations

- Data over the last two years suggest it is reasonable to expect that at least 70% of youth participating in enrichment and non-SUN full service programs will meet the participation threshold for outcome tracking.
- Data on participation in SUN programs suggest that 35-40% of participating youth will meet the participation threshold.

Key Point: Participation levels have been consistent among types of programs over two years which suggests a reasonable expectation for different types of after-school programs going forward.

Additional Information

- 70% of youth enrolled in enrichment programs met the participation floor in FY 10; 72% in FY 11.
- 72% of youth enrolled in non-SUN full service programs met the participation floor in FY 11.
- SUN programs use a participation threshold for outcome tracking that requires attendance on at least 30 days during the school year which aligns with 21st Century School program standards and the county requirements. All other PCL grantees use participation thresholds that are measured in hours of participation. Because we are not comparing apples to apples in this case, the data are somewhat misleading.
- Further analysis of hours of attendance data available from SUN providers shows that 60% of youth served in SUN programs participated 50 hours or more during the school year. 50 hours of participation is more than is required by all but 2 of PCL full service programs to meet the threshold for outcome tracking. Thus, at least 60% of participants in SUN programming are receiving at least a similar level of service as 72% of youth participating in non-SUN full service programming.

After-School: Program Return Rates

- An average of 43% of the students served in **full service** after-school programs also participated in the program during the previous school year* (Range of 13-86%).
- An average of 16% of students served in after-school **enrichment** programs participated in the program during the previous school year (Range of 4-24%).

Key Point: A significant percentage of youth served in more intensive full service programming are receiving multi-year services which research has shown to be more effective in achieving positive outcomes.

*These data on full service programs exclude SEI and Friendly House because SEI serves youth long term and nearly all youth return between years; and Friendly House serves homeless youth who typically move to different locations upon receiving housing.

Additional Information

- Not all programs are designed to allow students to participate for multiple years.

Mentoring Programs: Length of Service

- 89% of mentees that were matched in time to participate for 6 mos., received services for 6 mos. (85% last year)
- 84% of mentees that were matched in time to participate for 1 year received services for 1 year (81% last year).

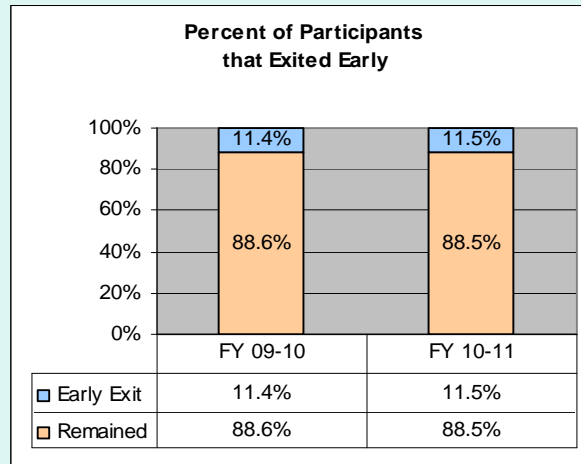
Key Point: Programs are doing a great job of retaining youth for at least the minimum amount of time that research has shown youth need to benefit from mentoring programs (6 mos.).

Additional Information/Analysis

- Mentoring program grantees track this information because studies in the mentoring field have suggested that mentoring relationships that last less than 6 mos. may actually be harmful to youth, and mentoring relationships that last for at least a year are most likely to produce the outcomes that the programs are seeking to achieve.
- Numbers improved from last year which is a good trend.

Participation Data: Early Exits

- Refers to the percentage of participants that exit relatively quickly, often due to circumstances outside the participants' or the programs' control.



Key Point: The vast majority of participants served by Levy programs are not exiting programs before we would expect them to derive any benefit from the program. Although the aggregate early exit rate has remained stable for the past 2 years, there is greater variation between program areas this year as compared to last year.

Additional Information/Analysis

Early exit rates by program area are as follows:

- Early Childhood: 4.8%
 - Child Abuse: 10.5%
 - Foster Care: 1.6%
 - After-School: 13%
 - Mentoring: 16%
- Early exit rates for the Foster Care program area were much lower than the other program areas. For this program area, early exit is defined as exiting the program within 90 days of enrollment.
 - Early exit data was collected on all programs for which it is a relevant measure. This data was not collected for programs designed as one-time services or programs that, by design, don't exit participants early.

Outcome Data

Outcome Goal Areas:

Early Childhood, Child Abuse and Foster Care

- Child development
- Child health
- Child early literacy
- Parenting/family functioning
- Child stability and welfare
- School Success

Outcome Goal Areas:

After-School and Mentoring

- School attendance
- School behavior
- Academic achievement
- Self Confidence
- Positive Social Behaviors
- Connection to School
- Homework Completion

These are the outcomes included in this report.

Outcome Data: Limitations

- The data we are reporting are descriptive, not causative.
- Many data points provide information on progress made while children are enrolled.
- Percentages reported apply **only** to the portion of programs tracking the outcome, those clients who met a participation threshold and who were assessed.

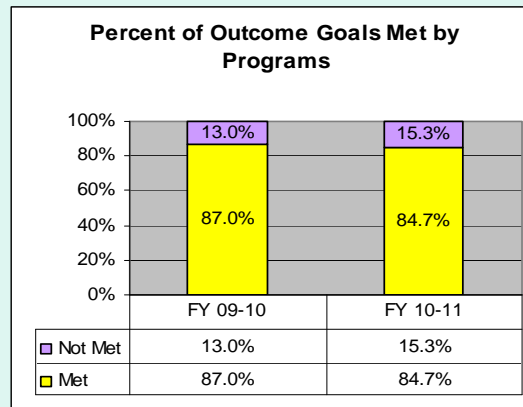
Key Point: The data reported in the section are subject to important limitations.

Additional Information/Analysis

- Our data are descriptive about what happened with children in our programs during the time in which they were served, and, in some cases, that data are compared with the same data on the same children for the prior year. Our data neither show that our programs caused these results nor do they say that our programs did not cause these results. Our data mainly help us understand what happened with children in our programs.
- Our data are based on only the programs that collected and reported data for outcomes relevant to their program models. Not all programs collected data on each outcome.
- Among participants that met the participation floor, 79.2% completed outcome assessment tools. (n=5,858/7,401)
- Percentages in following slides are **not** based on all 17,463 children served. The number of children for whom the percentage applies is listed with each outcome statement. In all cases, the percentages listed only apply to the children who met the participation threshold set by the grantee and who were assessed.

Grantee Outcome Goals

- All grants for services include outcome goals.
- Issues with outcome goals.
- Technical assistance to child abuse prevention, foster care, after-school and mentoring program grantees.



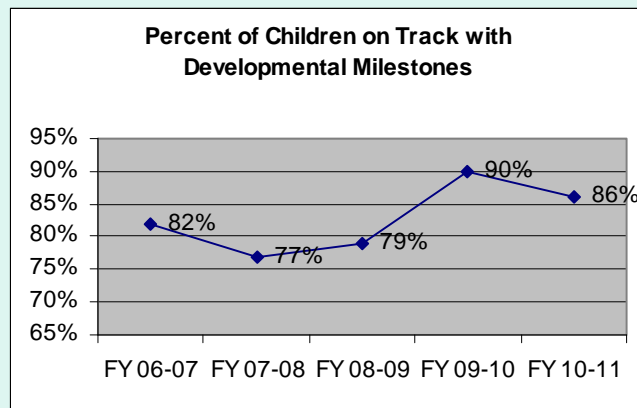
Key Point: Based on data collected during the past two years, approximately 85% of grantee outcome goals were met.

Issues with Outcomes Goals

- Sometimes the outcome goal the grantee selects turns out to be too difficult to measure or not appropriate for the service delivered.
- Goals are sometimes set without reliable data on past performance to inform the decision on what the target should be.
- More rigorous measures of goals sometimes result in grantees meeting fewer of their goals. Conversely, lack of rigorous measurement tools sometimes results in ALL program participants meeting the goals.
- Data gathered sometimes turns out not to be a good measure of the outcome goal.
- For foster care programs, the data were too limited to report in FY 09-10 due to the majority of participants enrolling in programs later in the service year and not yet participating long enough to meet the threshold for measuring outcomes.
- PCL provides technical assistance to grantees to assist in the following tasks:
 - Assuring outcome goals chosen for measurement are most appropriate for service delivered and targets chosen are reasonable;
 - Assessing appropriateness of measurement tools used to assess outcomes and recommending replacement when necessary;
 - Assisting grantees in designing methods to record and analyze data gathered;
 - Providing or arranging for grantee staff training where necessary;
 - Ongoing monitoring of data collection and analysis after changes made.

Child Development: Early Childhood

- 86% of children were on track with developmental milestones; 14% were not on track.
- General trend over past 5 years.



Key Point: Children appear to be doing well developmentally, and data over time show a general trend of 80% of children on track with developmental milestones and 20% not on track.

Additional Information/Analysis

- During the five-year period, the first three years of data were based on a combination of Early Childhood and Child Abuse Prevention program data, and the last two years solely on Early Childhood program data.
- That change in data reporting is somewhat visible in the trend line (between FY 08-09 and FY 09-10). By reporting data completely separate by program area, the developmental profile of children served by Early Childhood programs seems to indicate slightly less developmental risk compared to children served by Child Abuse Prevention/Intervention programs, which is not surprising.
- CDC data indicate approximately 17% of children nationally have a developmental delay or disability. Our programs' data mirror this rate. Our programs' developmental screenings are meant to catch developmental issues early, and based on our data, it appears our programs are helping catch risks/delays early.
- Two other findings from this year are consistent with past trends: over 90% of children not on track were provided and/or referred for additional services; and communication is the domain that shows the highest risk.

Data Details:

- Data reported are based on 11 grantees and 693 children that completed at least 6 months of services and 2 screenings. $598/693 = 86\%$ on track with developmental milestones.

Early Childhood: Other Outcomes

Early Literacy:

- 83% of families read aloud with their children at least 3 times per week.

Health:

- 85% of children eligible were screened for health and wellness needs.
- 79% of children screened for immunizations were up to date.

Parenting:

- Over 70% of parents met program parent education goals.

Key Point: Other indicators of kindergarten readiness include early literacy development, physical health and wellness, and positive parent-child relationships. Data from grantees indicate children are meeting other outcomes that contribute to kindergarten readiness.

Additional Information/Analysis

Research has shown positive links between **early literacy** practices and behaviors and brain development, school readiness and reading achievement in young children. Reading aloud 3 times/week is an indicator of early literacy behavior and practice.

•2485/2987= 83% of children and their families reading aloud together at least 3 times/week. Data from 2 grantees.

Health screenings monitor children's physical wellbeing, which directly affects the ability to learn. Child health screenings typically include: height, weight, vision, hearing, and immediate medical needs. Some also check dental health and nutrition. In addition, immunizations are required for public school enrollment, so assuring children complete them is a key element of school readiness.

•531/627= 85% children screened for health needs. 37 children with identified health needs were referred to additional services. (9 grantees)

•344/438= 79% children up to date with immunizations. (7 grantees).

Parenting outcomes are important in early childhood programs because research indicates they are correlated with parents' understanding of child development, engaging in activities that support their child's development, and their ability to build secure attachment with their children.

•96% of parents increased appropriate parenting practices. (191/200, 3 grantees)

•74% of parents increased knowledge of ways to manage child behavior (82/111, 2 grantees)

•70% of parents increased knowledge of child development (97/138 parents, 3 grantees)

•85% of parents demonstrated appropriate parent-child interactions (81/95, 3 grantees)

•Over 628 parents participated in parenting classes or home visiting services. For parenting classes, parents attended 50% or more of sessions, which typically lasted up to 12 weeks. For home visiting services, parents completed at least 6 months of service. (9 grantees)

Child Abuse Prevention: Child Development Outcomes

- 69% of children were on track in development of social/emotional skills.
- 77% of children screened met developmental milestones (excludes social emotional domain); 23% were not on track.
- 100% of children with developmental concerns received and/or were referred to additional services.

Key Point: Research has shown that promoting children's social and emotional development mitigates the effects of various abuse and neglect risk factors. The majority of program participants were on track for this developmental outcome.

Additional Information/Analysis

•National prevalence rates of developmental delay among children are around 17%, according to the Center for Disease Control. Given that children at risk of abuse and neglect are a high risk population living in stressful environments, it is not surprising that the percentage of children identified to have developmental concerns, especially as they relate to social emotional development, is higher than the national rates.

•Developmental screenings are meant to catch developmental issues early, and based on our data, it appears our programs are helping catch risks/delays early and connect families with additional services.

Data Details

•Data reported are based on 187 children that completed at least 6 months of services and 2 screenings. $104/187 = 69\%$ on track with social-emotional milestones; $144/187 = 77\%$ on track with developmental milestones (excluding social-emotional). Data were reported by 4 grantees.

Child Abuse Prevention: Other Outcomes

- 100% of families did not have any substantiated child abuse allegations within 6 months of completing services.
- Over 75% of parents met parenting and family functioning goals.
- 68% of youth with mental health issues demonstrated a decrease in mental health issues.

Key Point: Other indicators of child safety and well-being include lack of substantiated child abuse reports, positive parenting and family functioning and improved mental health for children and youth. The majority of participants are meeting these outcomes.

Additional Information/Analysis

Child Maltreatment as an outcome is rarely measured because of the difficulty of identifying substantiated cases of abuse and neglect. However, one PCL program that gets all of its referrals from the Child Abuse Hotline has the ability to collect this data.

•100% of families did not have any substantiated child abuse allegations within 6 months of completing services (22/22, 1 program).

Parenting outcomes are an important indicator of child safety and well-being. Research has shown that one of the best ways to prevent child abuse is to help parents develop the skills and identify the resources they need to understand and meet their children's needs, and to protect them from harm.

•76% of parents demonstrated improved parent-child interactions (152/201, 5 programs).

•89% of parents increased social supports (130/146, 4 programs).

•100% of parents increased their knowledge of the effect of domestic violence on children (84/84, 3 programs).

•99% of parents increased knowledge of child development (81/82, 3 programs).

•91% of parents increased knowledge of ways to manage child behavior (38/42, 2 programs).

•Over 894 parents participated in home visiting services and/or parenting classes or groups. For most home visiting services, parents typically completed at least six months of services. For parenting classes, parents attended 50% or more sessions, which typically lasted 12 weeks (11 programs).

Mental Health Issues are a common consequence of trauma. The two Child Abuse programs measuring this outcome work with populations that have experienced trauma: sex abuse victims and homeless youth.

•68% of youth identified to have mental health issues demonstrated a decrease in mental health issues (32/47, 2 programs).

Foster Care: Outcomes

- 93% of biological parents met parenting goals.
- 100% of reunified families did not have any substantiated child abuse allegations within 6 months of reunification.
- 89% of children had up-to-date immunizations.
- 76% of youth demonstrated an improvement in academic achievement.

Key Point: Initial outcome data are encouraging for the programs that: serve biological parents working toward reunification; focus on child health; or address school success.

Additional Information/Analysis

Parenting outcomes are an important indicator of child safety and well-being for families that have been reunified or are working toward reunification.

•92% of biological parents improved or demonstrated appropriate parent-child interactions (23/25, 2 programs).

•93% demonstrated an increase in positive parenting practices (14/15, 1 program).

Child Maltreatment is measured as an outcome for the foster care programs that provide services to biological families that reunify after enrolling in the program. This data is obtained directly from DHS child welfare.

•100% of reunified families did not have any substantiated child abuse allegations within 6 months of reunification (22/22, 3 programs).

Studies on **Child Health** show that children in foster care have a higher prevalence of physical, developmental, dental, and behavioral health conditions than any other group of children. Research also indicates that many lack adequate or appropriate health care while in foster care.

•96% of children were screened for health and wellness needs (45/47, 1 program).

•83% of children with identified health and wellness needs were referred to and accessed services within 6 months of referral (27/35, 1 program).

•89% of children had up-to-date immunizations (41/46, 1 program).

•100% of foster parents received the support they needed to access health care services for children in their care (16/16, 1 program).

Research on **School Success** suggests that children in foster care tend to be less engaged in school and have lower school achievement and educational attainment than do other children. Two Foster Care programs specifically focus on school success.

•95% of youth improved school stability (39/41, 1 program).

•85% of youth improved school behavior (44/52, 1 program).

•76% of youth improved academic achievement (58/76, 1 program).

•75% of youth improved their attitude or connection to school (15/20, 1 program).

•71% of youth attended at least 90% of the school days (20/28, 1 program).

After-School and Mentoring: School Attendance and Behavior Outcomes

- 80% of program participants attended school at least 90% of school days.
- 74% of program participants with behavior referrals for suspension or expulsion in 09/10 had no such referrals in 10/11.

Key Point: After-school and mentoring program participants show good school attendance considering the risk level served (78% eligible for free or reduced priced lunch program), and the majority of youth with serious referrals avoided behavior referrals while participating in Levy funded programs.

Additional Information

Research on early chronic absenteeism suggests that students attending fewer than 90% of school days are at elevated academic risk.

Data Details

- Attendance outcome: 3776/4706 – 80%; 32 programs reporting.
- Behavior Outcome: 321/434 = 74%; 31 programs reporting.

After-School and Mentoring: Academic Achievement

Percentage of Students Meeting State Standards in Reading and Math

Subject	PCL Participants	Combined Districts %
Reading/Lit	68%	77%
Math	47%	60%

Key Point: Participants in Levy after-school and mentoring programs lag in meeting reading and math benchmarks as compared to the districts as a whole.

Additional Information/Analysis

- Likely reason for differing levels of achievement is that most PCL programs are targeting low income, minority students with academic challenges.
- Combined districts refers to the aggregate achievement data for the 5 school districts with schools in the City of Portland (PPS, David Douglas, Parkrose, Centennial and Reynolds). Centennial and Reynolds data includes students who do not reside in the City of Portland.
- The score required to meet state benchmarks in math was raised substantially between the 09/10 school year and the 10/11 school year which has resulted in significantly fewer youth meeting those benchmarks in all school districts in the city.

Data Details

- Meet/Exceed Reading Standards: $1935/2839 = 68\%$; 32 programs reporting.
- Meet/Exceed Math Standards: $1351/2858 = 47\%$; 32 programs reporting.

Additional Achievement Data

29% of program participants who did not meet **reading** benchmarks in 09/10 moved to a higher performance category in 10/11.

20% of program participants who did not meet benchmarks in **math** in 09/10 moved to a higher performance category in 10/11.

Performance categories were as follows: very low, low, nearly meets, meets, exceeds.

Data Details

- Reading Outcome: $234/805 = 29\%$; 32 programs reporting.
- Math Outcome: $175/867 = 20\%$; 32 programs reporting.

After-School and Mentoring: Other Outcomes

- 82% of participants increased self-confidence.
- 79% of participants increased positive social behaviors.
- 75% of participants improved their attitude toward or connection to school.
- 71% of participants demonstrated regular or improved homework completion.

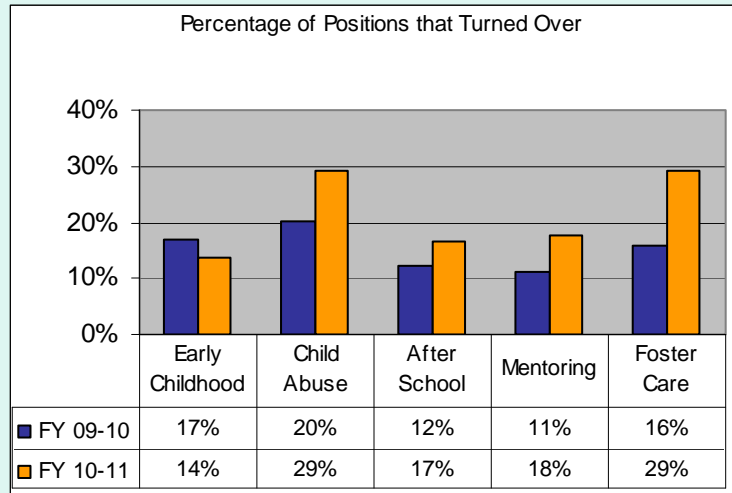
Key Point: Program participants demonstrated positive outcomes in key areas linked to school and life success.

Data Details

- Self confidence: $1092/1337 = 82\%$; 12 programs reporting.
- Increased positive social behaviors: $852/1075 = 79\%$; 8 programs reporting.
- Improved attitude toward or connection to school: $1338/1791=75\%$; 12 programs reporting.
- Regular or improved homework completion: $503/713 = 71\%$; 7 programs reporting, all of which were after-school programs.

Staff Turnover

- Across all program areas, 20% of staff positions paid by Levy funds turned over during FY10-11, compared to 14% in FY 09-10.



Key Point: Based on the past two years of data collection, it appears that staff turnover among Levy-funded positions ranges between 10% - 30% depending on the program area.

Additional Information/Analysis

- For the past 2 years, the program areas of Child Abuse Prevention/Intervention and Foster Care have had the highest staff turnover rates. These findings are not surprising given the challenges faced by professionals working in these services.

- Staff turnover impacts the quantity and quality of services. Programs that experience staff turnover are often unable to meet service goals due to staff vacancies and lower level of service while new staff are oriented and trained. For relationship-based services (e.g. home visiting) turnover in direct services staff positions impacts participation levels and continued engagement of program participants. Additionally, PCL administrative time increases when staff turnover occurs at the program manager level.