



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 (December 2012):**

- 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 2011/2012 fiscal year.

### **Key points from Part 1 (December 2012):**

- 17,809 children served during FY11-12.
- 53% of children served are from low-income families (annual incomes at 185% of the federal poverty level or less); data were not reported for 45% of children served.
- 33% of children served are from homes in which the primary language spoken is at least one of 58 languages other than English.
- 63% of children served are children of color.
- Demographic variables analyzed are important because children's demographic characteristics are strong predictors of their likelihood of experiencing positive or negative outcomes.

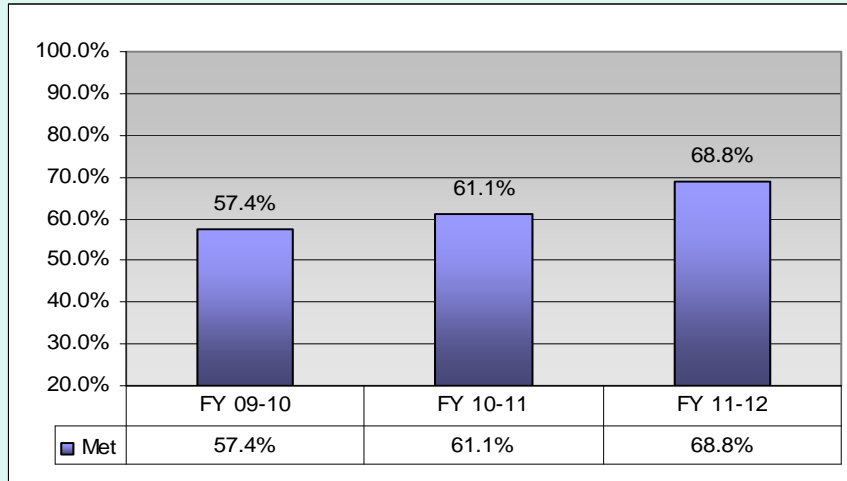
## Participation Data

- Third year Levy has collected this data
- Data are 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 focus 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

Percent of children, parents or families that met participation thresholds each year



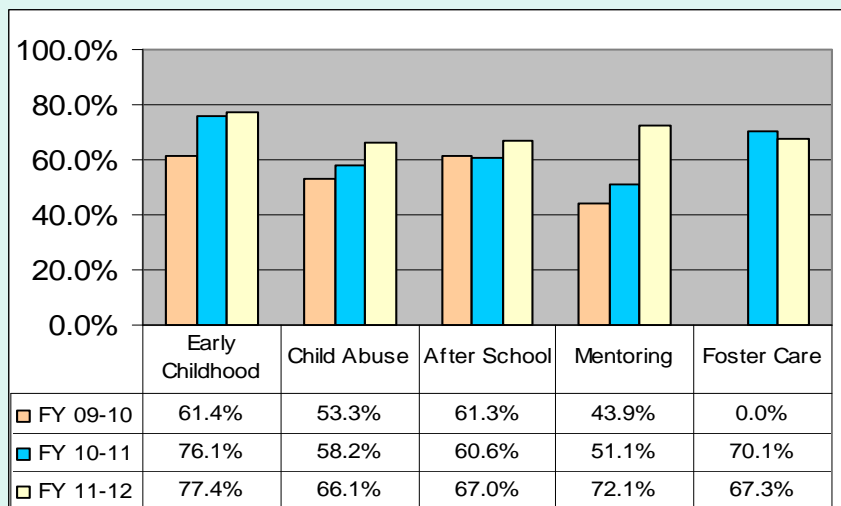
**Key Point:** These data were baseline in FY09-10. Comparing the three years shows that on average, over 60% of program participants met participation thresholds and the rate has increased over time.

## Additional Information/Analysis

- Thresholds are based on the minimum level of participation that a grantee believes is necessary (based on experience, data, and/or research) 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 programs that last at least one school-year or calendar year.
- 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 these participation data.

## Participation Data

Percent of participants meeting participation threshold by program area each year



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

### Additional Information/Analysis

- **Early childhood** rates showed variation due mainly to a change in how data on the participation thresholds were calculated for home visiting programs between FY09-10 and subsequent years.

- **Foster care** participation data have been fairly consistent for the past two years (FY 10-11 and FY 11-12).

- **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.

- **Child abuse prevention and intervention** rate variation is primarily due to changes in the calculation used in the third year (for four programs) to determine the percentage that met the participation floor. Data from three new leverage fund child abuse prevention and intervention programs were added this year; data from one child abuse prevention and intervention program was excluded because families were exited prematurely due to grant termination.

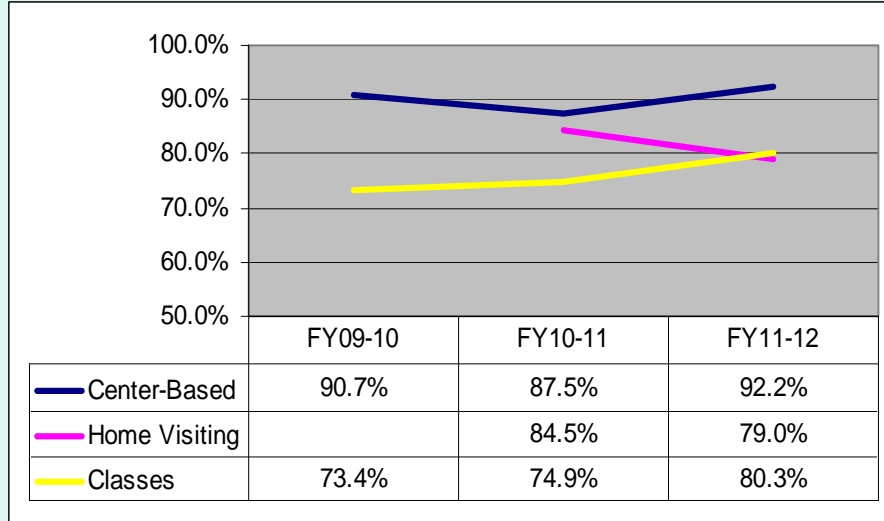
- **Mentoring** participation rates changed the most dramatically, mainly due to changes in how one program that serves high numbers of children defined its participation floor.

### **Missing Data:**

- Foster care program data are not included in FY 09-10 because the data were too limited to report due to the majority of participants enrolling in programs later in the service year and not having participated long enough to meet the threshold.

## Early Childhood

Percent of participants meeting participation threshold  
by service type each year



**Key Point:** The portion of participants meeting the participation threshold varies among types of early childhood services, with center-based services (e.g. full day-childcare or part-day Head Start/preschool) showing the highest rates of children meeting participation thresholds.

### Additional Information/Analysis

#### **Threshold Definition:**

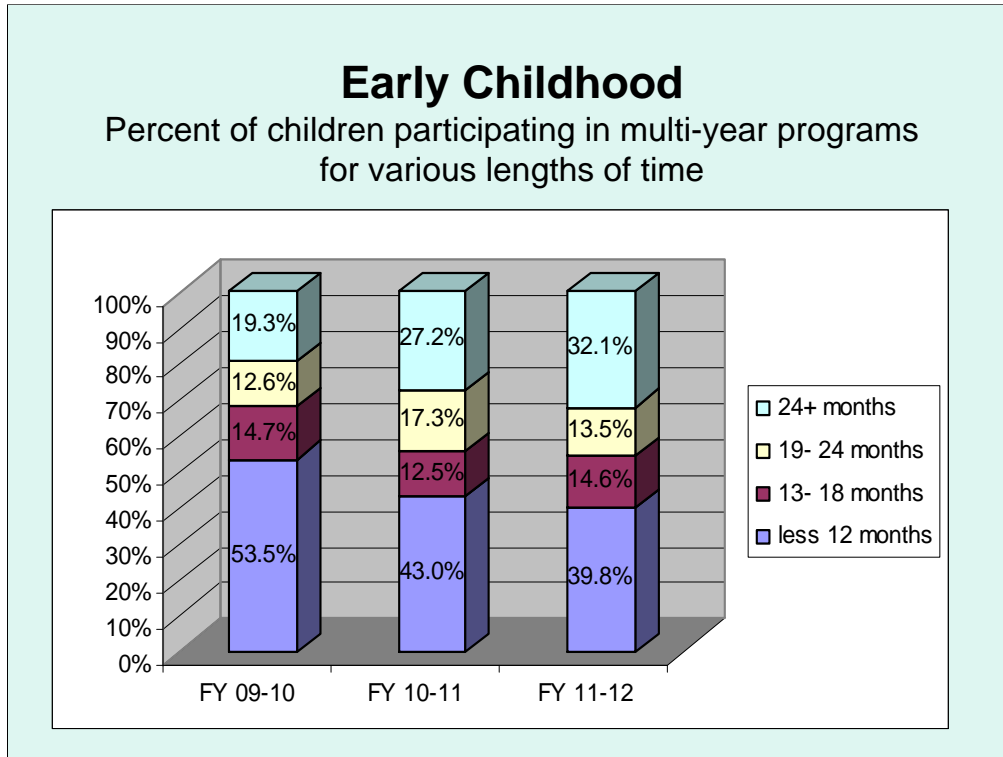
- For most of the programs included in this analysis, the threshold was set at completing at least 6 months of services in programs that run the length of the school year or a calendar year, and in some cases are multi-year programs. For services offering some form of weekly classes over time, the thresholds varied (e.g. attended at least 50% of classes or a minimum number of the total classes offered during the year).

#### **Trends:**

- Data indicate that for all three types of programs, the portion of children/parents meeting the participation threshold is generally between 70% and 90%.
- Trends indicate that it may be reasonable to expect that center-based programs will have slightly higher rates of children meeting participation threshold than home visiting or parenting classes because the center-based services in many ways provide childcare to families that want or need their children cared for while they work.

#### **Missing Data:**

- For FY09-10, the method used by Levy staff to calculate the participation rates with home visiting programs were different than in subsequent years; the method was made more accurate in subsequent years. For this reason, the flawed data from FY09-10 are excluded from the analysis.



**Key Point:** The percentage of children that participate for longer periods of time in multi-year programs has increased over the past three years.

**Additional Information/Analysis**

- The 7 programs included in this analysis are multi-year home visiting and Early Head Start programs serving 691 children from low-income families.

**Data Limitations:**

- 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.

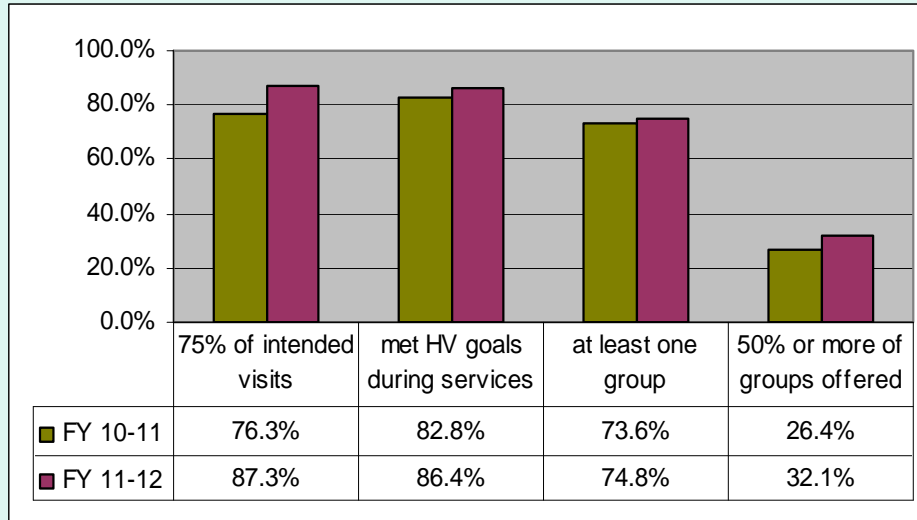
**Implications:**

- 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 who haven't attended preschool.
- Levy data indicate that children served this year stayed in the multiyear programs for longer periods of time compared to children served in past years. The implication from these data is that some portion of the children enrolled in past years are still in the programs this year.
- In future years we hope to work with grantees to examine how we could collect better data about what portion of children who stay for 2 years are able to move on to preschool and what portion do so.



## Early Childhood

Percent of children or families participating in home visiting and group services at specified levels each year



**Key Point:** Programs offering home visiting and parent/child socialization-play groups have consistent home visit participation while group services are not as well attended.

### Additional Information/Analysis

#### **Home visiting component:**

- 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 parenting practices.

#### **Group component:**

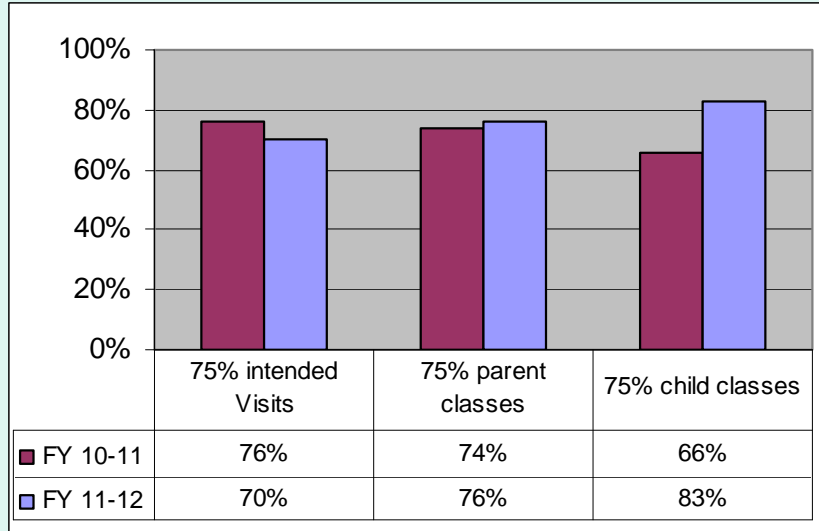
- Group services in Early Head Start home-based services and in the Parents as Teachers programs are required by the program model/curriculum to be provided to families; however, attendance at groups in both program models is optional to families.
- A few programs have better than average group participation, 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. Groups also seem to draw better regular attendance when the facility/environment is specifically equipped and designated for young children.
- Levy staff continue to monitor group participation and hope to see better participation in future years as grantees begin to do more specific work to support families attendance at groups offered.

#### **Missing Data:**

- In FY09-10 the data requested from grantees by Levy staff were not done in a uniform way that allowed for aggregation. Corrections to the ways in which data were requested resulted in more accurate and uniform data that could be aggregated and analyzed for FY10-11 and FY11-12.

## Child Abuse Prevention/Intervention

Percent of children or families participating in services at specified participation levels each year



**Key Point:** These data capture how well participants in child abuse prevention/intervention programs utilize the range of services offered by programs. Home visit and parenting class participation has been consistent for the past two years.

### Additional Information/Analysis

•Many of the Child Abuse Prevention programs offer multiple service components. To gain a better understanding of participation in 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. The participation thresholds varied by program, ranging from at least 4 home visits to weekly home visits for at least six months. The overall home visit participation rate remained fairly consistent over the past two years.

•**Parenting classes** are a common strategy used to improve parenting practices and prevent child maltreatment. The classes are typically offered as 10- to 12-week sessions. The more classes that parents attend, the greater likelihood for improved knowledge and/or skill development. The overall parenting class participation rates were fairly consistent for the past two years.

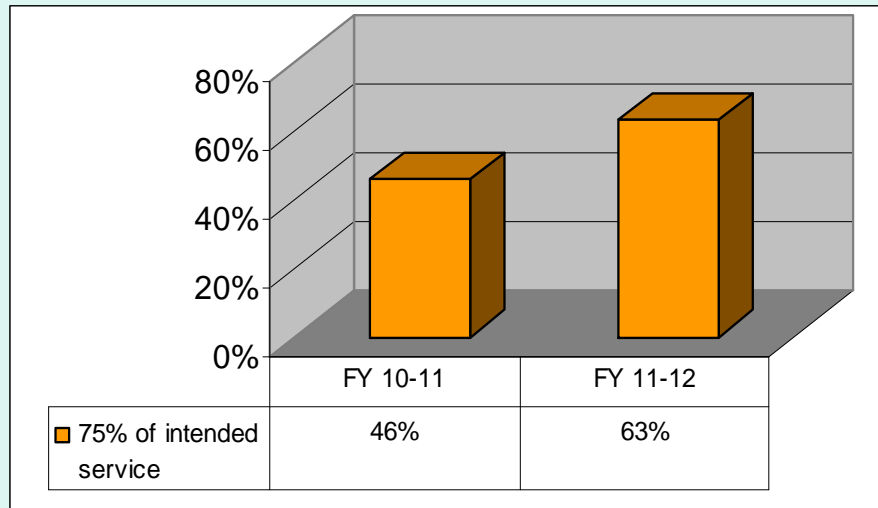
•**Children's therapeutic classes** are offered to support child development. The parents of children attending the therapeutic classes are required to assure their children attend at least 75% of classes. The participation rate in classes increased in FY 11/12.

### **Missing Data:**

•In FY09-10 the data requested from grantees by Levy staff were not done in a uniform way that allowed for aggregation. Corrections to the ways in which data were requested resulted in more accurate and uniform data that could be aggregated and analyzed for FY10-11 and FY11-12.

## Foster Care

Percent of children or families participating in services at specified levels each year



**Key Point:** Participation rates in Foster Care programs increased significantly from last year to this year.

### **Additional Information/Analysis**

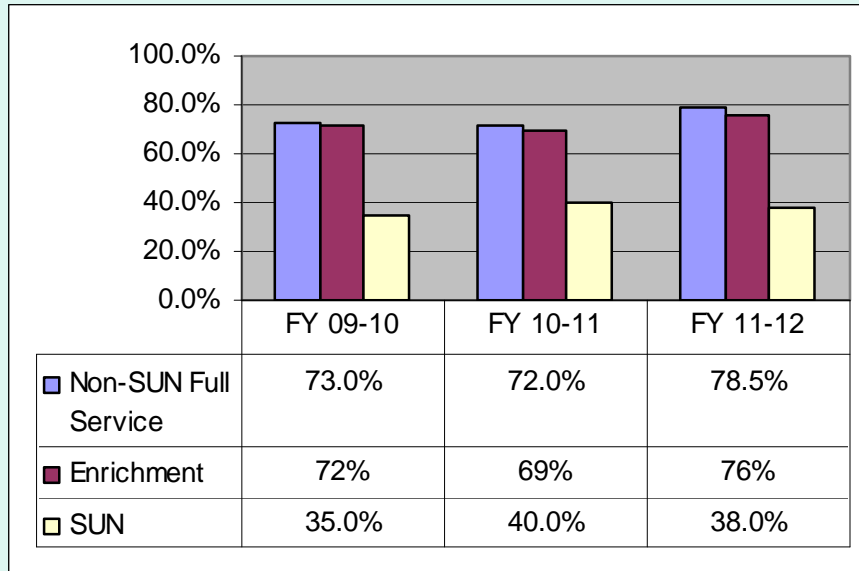
- To gain a better understanding of participation in service components, programs are asked to report the number of participants that met specific levels of participation for those components.
- These data reflect 5 foster care programs reporting on the number of participants that receive at least 75% of the intended service. The participation rates increased in FY 11/12 as compared to FY 10/11.
- Participation thresholds varied significantly by program.
- Data reliability may have been a factor in the low participation rate reported in FY 10/11 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 participation in program services as compared to participation in other program areas.
- These two years of data help establish a baseline for future measurement.

### **Missing Data:**

- FY09-10 was the start-up year for most of the foster care programs. Participation data was too limited to report because the majority of participants enrolled late in the service year and were not enrolled long enough to have received at least 75% of the intended service.

## After-School

Percent of students meeting participation thresholds by service type each year



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

### Additional Information/Analysis

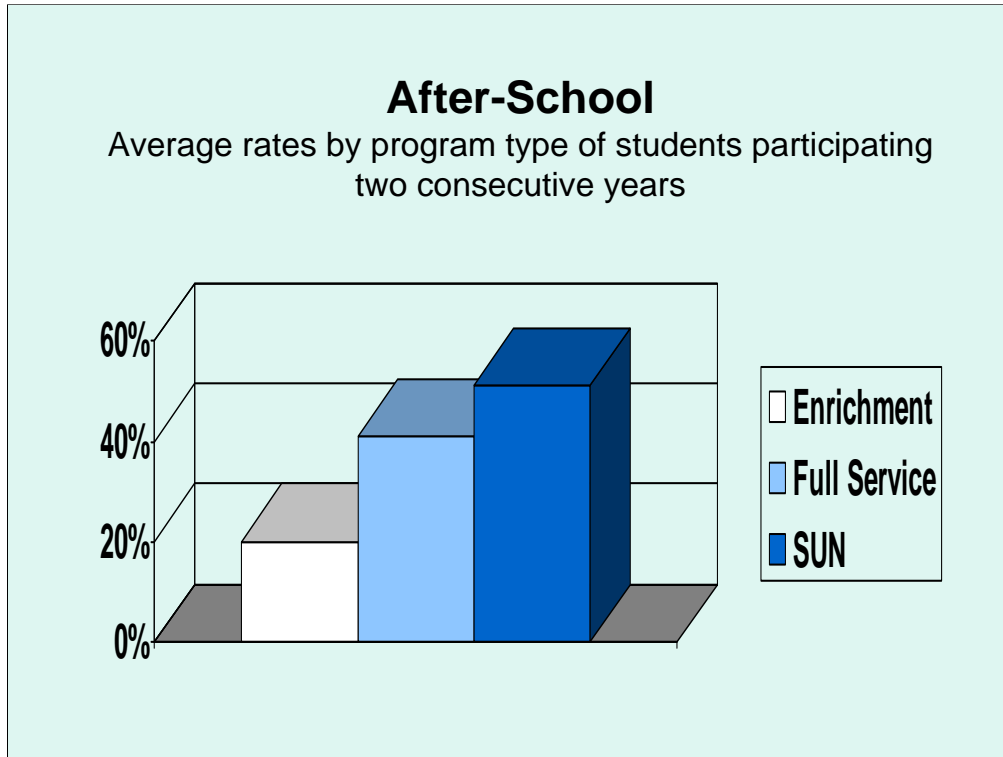
- **SUN programs** use a participation threshold for outcome tracking that requires attendance on at least 30 days during the school year which aligns with 21<sup>st</sup> Century School program standards and the county requirements. All other PCL grantees use participation thresholds that are measured 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 over the past two years shows an average of 59% of youth participated 50 hours or more during the school year.

- All **non-SUN full service** programs have participation thresholds of at least 30 hours of service over the school year and most require more than 50 hours to meet the threshold for outcome tracking.

- Participation thresholds for **enrichment programs** vary significantly with an average range between 8 and 14 hours per class.

- It is also important to remember that for some services, children’s participation is limited by the ability of the program to meet the demand for service.



**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.

#### **Additional Information**

• **Enrichment:** 20%; **Full Service:** 41%; **SUN:** 51%.

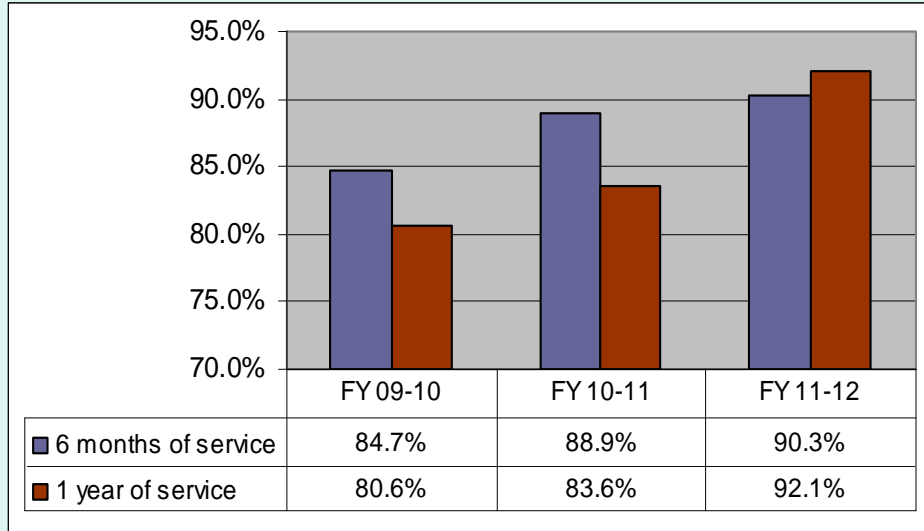
• Not all programs are designed to allow students to participate for multiple years, and these programs were excluded from this analysis.

• For some programs, only 2 years of data are available.

• Participating during two consecutive years means that the youth attended for some portion of two consecutive years (e.g. took a music class two years in a row), and does not necessarily mean that the youth attended for the full school year in two consecutive years.

## Mentoring

Percent of youth that participated in services at specified levels each year



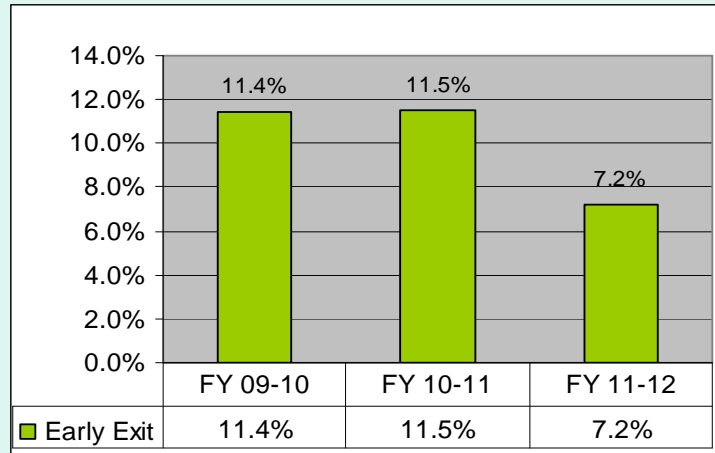
**Key Point:** Programs have high participation rates for youth served at least the minimum amount of time that research has shown produces benefits for youth from mentoring programs (6 months).

### 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 months 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.
- Rates increased for the past three years.

# Participation Data: Early Exits

Percentage of participants that exit relatively quickly after enrollment



**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. Early exits are often due to circumstances outside the participants' or the programs' control.

## Additional Information/Analysis

Although the aggregate early exit rate has remained stable for the past 3 years, there is greater variation between program areas.

FY 11/12 early exit rates by program area are as follows:

- Early Childhood: 2.5%
- Child Abuse: 8.0%
- Foster Care: 1.7%
- After-School: 9.3%
- Mentoring: 4.1%

•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. These data were not collected for programs designed as one-time services or programs that, by design, don't exit participants early. Some programs' data were excluded from FY 11/12 data because Levy funding reductions resulted in those programs having to exit participants prematurely.

## **Looking Ahead: Utility of Participation Data**

Analysis of participation data over time suggests reasonable expectations for program areas and within program areas.

Examples include:

- Early Childhood: 90% of children should meet participation thresholds in center-based services.
- Child Abuse Prevention/Intervention: 70-75% of families should complete at least 75% of intended home visits.
- After-School: 70-75% of participants in non-SUN after-school programs should meet the participation threshold.
- Mentoring: 85-90% of mentoring matches should last at least 1 year.
- Foster Care: Need another year of data to establish expectations in this program area.



# 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 those programs tracking the outcome, the clients who met a participation threshold and who were assessed.

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

### **Additional Information/Analysis**

#### **Descriptive not Causal Data:**

•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 served by our grantees.

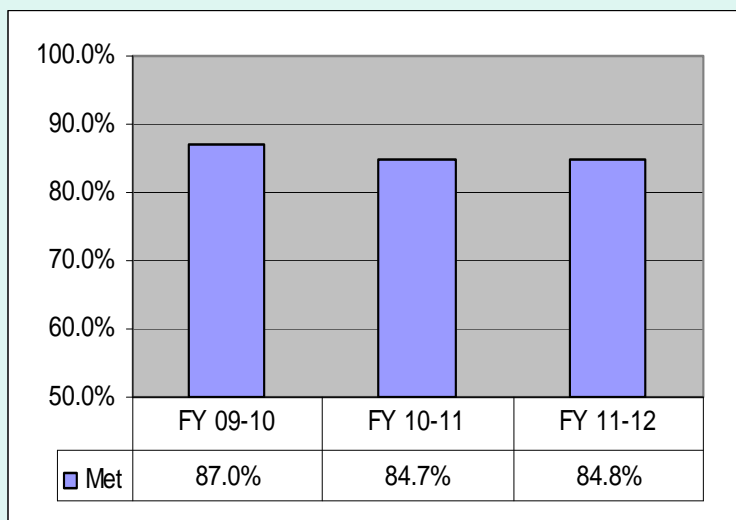
#### **Outcomes specific to Programs that Measure them:**

•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.

•Percentages in the following slides are **not** based on all 17,809 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

Percent of outcome goals met by grantees each year



**Key Point:** Based on data collected during the past three years, approximately 85% of grantee outcome goals were met. All grants for services include outcome goals.

## Issues with Outcomes Goals

### **Appropriate Measurement Tools and Targets:**

- Sometimes the outcome goal the grantee selects turns out to be too difficult to measure or not appropriate for the service delivered. In addition, data gathered sometimes turns out not to be a good measure of the outcome goal.
- 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.

### **Technical Assistance for Outcome Measurement:**

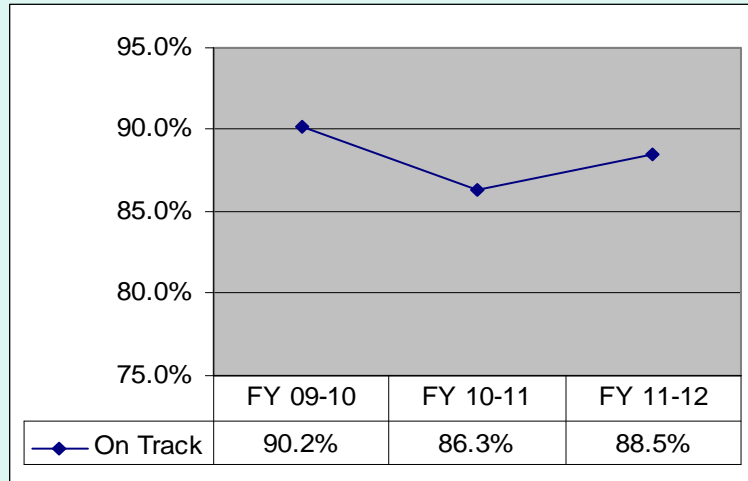
- PCL provided technical assistance to grantees to assist in the following tasks:
  - Assuring outcome goals chosen for measurement are most appropriate for service delivered and targets chosen are reasonable;
  - Assessing appropriateness of measurement tools used to assess outcomes and recommending 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.

### **Missing Data:**

- Foster Care program 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.

## Early Childhood: Child Development

Percent of children on-track with age-appropriate developmental milestones each year



**Key Point:** Children appear to be on track with age-appropriate developmental expectations, and data over time show a general trend of 85% - 90% of children on track with developmental milestones and 10% - 15% not on track.

### Additional Information/Analysis

#### **Trends:**

- For the past three years, the portion of children meeting developmental milestones fluctuated very little.
- 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.

#### **National Prevalence comparison:**

•CDC data indicate approximately 17% of children nationally have a developmental delay or disability. Our programs' data mirror this rate, but are slightly better. Levy grantees' data suggest that the rate of disability/delay detected in the screenings are just above national prevalence rates. These data may suggest that programs are helping catch risks/delays early, which are what Levy-funded early childhood programs seek to accomplish by doing periodic developmental screening and monitoring of child development.

#### **Reasons for Monitoring Development:**

•Screening children to gauge whether they are on track with age-appropriate developmental milestones is an important part of identifying and intervening in any developmental issues before children reach school. Early identification and intervention can help children work on specific skills before they reach kindergarten, making smoother transitions to school for children, parents, and schools.

#### **Data Details:**

•Data reported are based on 10 grantees and 616 children that completed at least 6 months of services and 2 screenings.  $545/616 = 89\%$  on track with developmental milestones.

## Early Childhood: Other Outcomes

### Early Literacy:

- 81% of families read aloud with their children at least 3 times per week.

### Health:

- 97.5% of children were screened for health and wellness needs.
- 81% of children screened for immunizations were up to date.

### Parenting:

- At least over 80% of parents met parenting knowledge or skills goals.

**Key Point:** 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

**Early Literacy:** 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.

- 81% (2,639/3,244) of children and their families reading aloud together at least 3 times/week (2 grantees).

**Health:** Health screenings monitor children's physical wellbeing, which directly affects the ability to learn. The screenings typically monitor: 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.

- 97.5% (551/565) children screened for health needs. 23 children with identified health needs were referred to additional services (9 grantees).

- 81% (316/388) children up to date with immunizations (7 grantees).

**Parenting:** Research indicates early childhood programs can help increase parents' understanding of child development, and engage in more activities that support positive child development and behavior.

- 82% (68/83) of parents demonstrated or increased knowledge of child development (2 grantees).
- 94% (101/107) of parents demonstrated appropriate parent-child interactions (4 grantees).
- 97% (85/88) of parents demonstrated or increased knowledge of ways to manage child behavior (2 grantees).
- 100% (297/297) of parents demonstrated or increased positive parenting practices (4 grantees).

Over 500 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/Intervention: Child Development**

- 75% of children were on track in the development of social/emotional skills.
- 76% of children screened met developmental milestones (excludes social emotional domain).
- 99% of children identified to have 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 by 6 grantees and are based on 237 children that completed at least 6 months of services and at least 2 screenings.  $150/200 = 75\%$  on track with social-emotional milestones;  $181/237 = 76\%$  on track with developmental milestones (excluding social-emotional).  $82/83 = 99\%$  of children identified to have developmental concerns received and/or were referred to additional services.

## Child Abuse Prevention/Intervention: Other Outcomes

- 82% of families did not have any substantiated child abuse allegations within 6 months of completing services.
- Over 70% of participants met parenting and family functioning goals.
- 66% of youth with mental health concerns demonstrated a decrease in mental health issues.

**Key Point:** Other indicators of child safety and well-being include absence 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** is rarely measured because of the difficulty of identifying substantiated cases of abuse and neglect. However, one program that receives its referrals only from the Child Abuse Hotline has the ability to collect those data.

•82% (23/28) of families did not have any substantiated child abuse allegations within 6 months of completing services (1 grantee).

**Parenting & Family Functioning** outcomes are important indicators of child safety and well-being.

•72% (204/285) of parents increased social supports (4 grantees).

•85% (183/215) of parents demonstrated appropriate or improved parent-child interactions (6 grantees).

•90% (84/93) of parents increased their knowledge of the effect of domestic violence or sex abuse on children (4 grantees).

•91% (148/162) of parents increased knowledge of child development and/or ways to manage child behavior (5 grantees).

•Approximately 500 families participated in parenting classes or home visiting services and met the participation threshold for outcome measurement. For most home visiting services, outcomes are reported for families that completed at least six months of services. For parenting classes, outcomes are typically reported for participants that attended at least 50% of the parenting sessions, which usually lasted 10-12 weeks. (11 grantees)

**Mental Health Issues** are a common consequence of trauma, such as sex abuse and homelessness.

•66% (38/58) of youth identified to have mental health concerns demonstrated a decrease in those issues (2 grantees).

## Foster Care: Child & Family Outcomes

- 96% of birth parents met parenting goals.
- 100% of reunified families did not have any substantiated child abuse allegations within 6 months of reunification.
- 76% of children accessed needed health and wellness services within 6 months of referral.
- At least 75% of youth improved on school success related outcomes.

**Key Point:** The majority of participants are meeting the outcomes established by grantees that serve birth parents working on 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.

- 96% (44/46) of birth parents met parenting goals.

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

- 100% (27/27) of reunified families did not have any substantiated child abuse allegations within 6 months of reunification (3 grantees).

**Child Health** studies 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.

- 76% (31/41) of children with identified health and wellness needs were referred to and accessed services within 6 months of referral (1 grantee).

**School Success** is an important indicator of overall success of children in foster care. Research 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.

- 75% (45/46) of youth improved their attitude/connection/engagement to school/learning (2 grantees).
- 86% (70/81) of youth improved school stability (2 grantees).
- 89% (48/54) of youth improved school behavior (1 grantee).
- 89% (59/66) of youth improved academic achievement (1 grantee).



## After-School and Mentoring: School Attendance and Behavior Outcomes

- 81.5% of program participants attended school at least 90% of school days.
- 75% of program participants with behavior referrals for suspension or expulsion in 10/11 had no such referrals in 11/12.

**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 three quarters of the youth with serious referrals avoided behavior referrals while participating in Levy funded programs.

### Additional Information

- Research on chronic absenteeism suggests that students attending fewer than 90% of school days are at elevated academic risk, and some recent research suggests students need to attend 95% of school days to achieve academically.
- The percentages of program participants attending 90% of school days and reducing serious behavior referrals have been stable for the past three years.

### Data Details

- Attendance outcome:  $4273/5241 = 78\%$ ; 32 programs reporting.
- Behavior Outcome:  $261/351 = 75\%$ ; 32 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	48.5%	68%
Math	55.4%	61%

**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 reading was raised substantially between the 10/11 school year and the 11/12 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: 1905/3438 = 55.4%; 32 programs reporting.
- Meet/Exceed Math Standards: 1636/3377 = 48.5%; 32 programs reporting.

### Additional Achievement Data

**19.8%** of program participants who did not meet **reading** benchmarks in 10//11 moved to a higher performance category in 11/12.

**27.5%** of program participants who did not meet benchmarks in **math** in 10/11 moved to a higher performance category in 11/12.

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

### Data Details

- Reading Outcome: 261/351 = 19.8%; 32 programs reporting.
- Math Outcome: 433/1576 = 27.5%; 32 programs reporting.

## After-School and Mentoring: Other Outcomes

- 76% of participants increased **self-confidence**.
- 76% of participants increased **positive social behaviors**.
- 83% of participants improved their **attitude toward or connection to school**.
- 67% of participants demonstrated **regular or improved homework completion**.

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

### Additional Information/Analysis

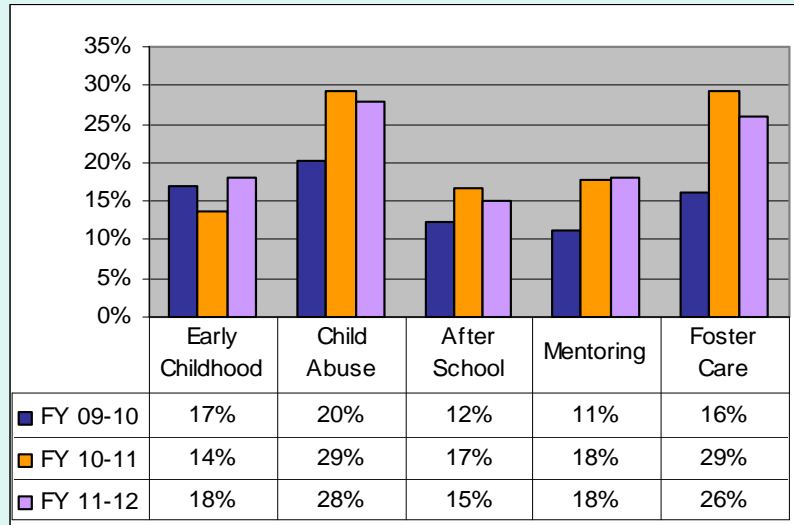
•The percentage of program participants achieving these outcomes over the past three years has been fairly stable (largest variation is 8 points between low and high) which indicates a reasonable range in which grantees can set outcome goals

### Data Details

- Self confidence:  $1400/1833 = 76\%$ ; 12 programs reporting.
- Increased positive social behaviors:  $931/1218 = 76\%$ ; 7 programs reporting.
- Improved attitude toward or connection to school:  $1285/1549 = 83\%$ ; 11 programs reporting.
- Regular or improved homework completion:  $563/835 = 67\%$ ; 6 programs reporting, all of which were after-school programs.

# Staff Turnover

Percentage of Levy-funded positions that turned-over each year



**Key Point:** Across all program areas Levy-wide, 20% of staff positions paid by Levy funds turned over during the past two years. Staff turnover among Levy-funded positions has ranged between 10% - 30% over the last three years depending on the program area.

## Additional Information/Analysis

- Child Abuse Prevention/Intervention and Foster Care programs have had the highest staff turnover rates over the past three years. These findings are not surprising given the challenges faced by professionals working to serve these populations.
- 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 service 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.