



Investing in our future
**portland
children's
levy**

**Investment Expectations, Results and Implications
2009 - 2014**

Introduction

Each year the Portland Children's Levy (PCL) analyzes data collected from grantees on the services delivered, the demographics of the participants, program participation levels, outcomes achieved and staff turnover in funded programs. Annual data is reported to the Allocation Committee so that the Committee can see whether PCL programs as a whole are doing the following:

1. **Service Provision:** Meeting goals in providing a specified level of service to the community;
2. **Investment Goals:** Increasing investments in culturally specific services and increasing services available in East Portland;
3. **Demographics:** Serving the populations and geographies that have the highest risk for poor outcomes;
4. **Program Participation:** Maximizing participation in program activities, and minimizing early exits from program activities;
5. **Outcomes:** Meeting all or the majority of outcomes goals;
6. **Staff Turnover:** Keeping staff turnover as low as possible.

In addition to analyzing how PCL is performing on these metrics across all funded programs, PCL also aggregates and analyzes this data by program area, and in some cases, for groups of similar programs within a program area to better understand how performance trends and results are distributed across types of investments.

Since PCL has collected data on these metrics for the 2009-2014 Levy period, PCL can now report 5-year aggregated data to illustrate performance of funded programs over time, analyze whether the goals outlined above were met, and identify areas for improvement over the next Levy period.

1. Services Provided

Expectations

PCL enters into grant agreements with all funding recipients to provide specified services. Each grant agreement includes an obligation to serve a specified number of people and to provide a level or amount of service to each child, caregiver and/or family. Grantees are required to track and report the number of people served. Staff then tracks whether each grantee meets goals, and aggregates the information for each program area and for the Levy as a whole.

Results

Over the 5 year Levy period, grantees served between 8,708 and 17,809 children per year. Service goals set in each grant agreement are based on funding level and program service model. PCL experienced a significant revenue decline in the final two years of the 5-year levy which required adjusting service goals for each grantee. Over the 5 years, grantees served 15.6% more people than they were obligated to serve. Data for each program area show that goals for numbers served were met in each program area except in Year 1 in Foster Care (start-up year for that program area); in Mentoring for two of the five years, goals were missed by a small margin.

Number of Children Served: FY 2009-10 – 2013-14

	FY 09-10	FY 10-11	FY11-12	FY12-13	FY13-14
Goal	14,611	15,726	14,885	9,267	7,533
Actual	15,541	17,557	17,809	12,088	8,708
# +/-	930	1,831	2,924	2,821	1,175
% +/-	6.4%	11.6%	20.5%	30.4%	15.6%

Implications

Exceeding contract goals for the number of children served can have different implications depending on other data reported by an individual program. In some cases, serving more children may mean that there was higher turnover for each service slot a program has available which is generally something that all parties strive to avoid. In other cases, a grantee may have partnered with another organization, or received additional funding from another source which created capacity to serve more youth.

Programs that provide drop-in services may have large fluctuations in service numbers from year to year such that it is difficult to predict the number served. Finally, newer programs or programs that have made significant adjustments to their model may have difficulty setting accurate targets. Staff analyzes data and narrative information provided in grantee reports to determine the reason service goals were exceeded and notes any concerns regarding these reasons in feedback provided to the grantee and to the Allocation Committee.

2. Investment Goals

Expectations

Increasing Funding for Culturally Specific Services: Public input solicited in connection with the 2009 funding process prioritized increasing investment in culturally specific services to better address client preference, and to improve outcomes for children of color. In the year prior to the 2009 funding round, PCL invested 24% of total funds in culturally specific programming. In response to this public input, PCL awarded additional points to applicants who proposed to deliver culturally specific services with the goal of increasing investment in these services.

Increasing Services Available East of 82nd Avenue: Local data indicate that poverty rates, and racial/ethnic diversity have increased in this part of the city, particularly for children, and that children of color experience a significant achievement gap. Public input received prior to 2009 grant funding echoed this data and stressed that fewer social and supportive services are located east of 82nd Avenue which makes it more difficult for higher risk populations to access services.

In response, PCL awarded additional points to applicants who proposed to predominantly serve children residing or going to school east of 82nd Avenue with the goal of assuring investment in programs serving this geography. It is not possible to assess whether investments increased in this geography because prior to 2009, PCL did not collect data on the residence or school zip codes of program participants. Beginning in 2009, PCL changed reporting forms to collect this information so that the percentage of investment in this geography could be tracked. Given that poverty and racial/ethnic diversity are higher in this geography, PCL sought to assure that a higher proportion of east Portland residents were served compared to the proportion of people residing in east Portland. For example, if east Portland residents compose 20% of Portland residents, then PCL aims for more than 20% of its service population to reside/attend school in east Portland.

Results

Increasing Funding for Culturally Specific Services: The percentage of funds invested in culturally specific services increased from 24% in 2008/09, to 31.4% of all funds invested between 2009/10 and 2013/14.

Increasing Services Available East of 82nd Avenue: While PCL cannot assess whether PCL programs served more residents of east Portland after the 2009 investment round due to the data limitations noted above, data for 2009-2014 shows that 38.1% of the people served by Levy programs resided or went to school in east Portland. In contrast, 25% of Portland residents live east of 82nd Avenue.

Implications

Data on investments over the five-year levy period, including zip code data on clients served, suggest that PCL met its investment goals by:

- Assuring that a significant portion of children served in PCL funded programming live or go to school in east Portland
- Increasing investment in culturally specific services as compared to the first levy period (FY 2003-2009)

3. Demographics

Expectations

PCL collects data on demographic characteristics of children and caregivers served including gender, age, zip code of residence or school, race/ethnicity, primary language spoken in the home and socio-economic status. PCL uses these data: (1) to assure that each grantee serves its focus population, (2) to assess who is being served through an equity lens, and (3) to assure that, taken together, PCL-funded programming serves populations and geographies that have the highest risk for poor outcomes.

Gender, Age and Primary Language: PCL has not set specific goals regarding the gender, age and languages spoken by program participants. However, staff monitors this data to understand the characteristics of the service population, assure that the gender of those served is relatively even across all programming, that children of all ages are served, and that PCL programs are reaching children who are growing up in homes where English is not the primary language spoken.

Advancing Equity in Service Access for Racial/Ethnic Groups: While this was not specifically listed as a PCL goal in the 2009 funding round, the existence of a pronounced achievement gap for children of color, overrepresentation of African-American and Native American children in the foster care system, and higher rates of poverty for children of color all point to the importance of directing significant investment to programs serving children of color. PCL aims to serve a higher percentage of these populations as compared to the percentage of the total relevant population composed by that group. For example, if 10% of the children attending Portland Schools are African American, then PCL expects that the percentage of African-American children served in funded programs would exceed 10% since they are at higher risk for poor educational outcomes.

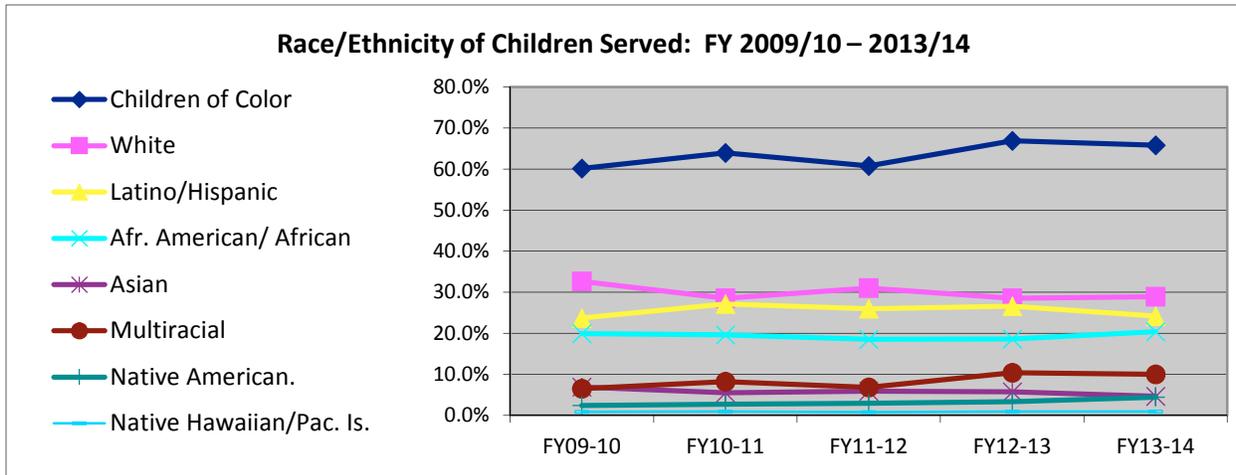
Results

Gender, Age and Primary Language: Over the 5 year levy period, the gender, age, and primary language spoken in the homes of program participants has not varied greatly. Levy programs have generally served an equal portion of males and females, with slightly fewer male children served over the 5 years.

Children aged 0-8 comprised 53% of the total service population over the 5-year period. The high proportion of young children served is due to: (1) the Allocation Committee's decision to invest a third of Levy resources in early childhood programs, and to invest heavily in child abuse prevention programs that focus on families with young children; (2) a high percentage of the population of children in foster care are aged 0-8 and PCL foster care programs served a high percentage of children in that age group.

The primary language spoken in the homes of participants has not varied significantly over the 5 years with an average of 58% speaking English, 20% speaking Spanish, 10% speaking another language, and 12% not collected/provided.

Advancing Equity in Service Access for Racial/Ethnic Groups: In general, the percentage of children of color served increased over the Levy period. In total, 64.4% of the children served were children of color. In contrast, the percentage of children of color attending school districts in the City of Portland was 49.5% in 2013-14. In other words, while nearly two-thirds of PCL program participants were children of color, children of color make up only half of the school aged population in Portland. (See charts on the following pages.)



Race/Ethnicity of Children Served Compared to Portland Schools Enrollment

Population	% of Levy Program Participants Served 2009/10 – 2013/14	% 2013/14 Enrollment in Portland School Districts
Latino/Hispanic	25.6%	21.5%
African American/African	19.3%	9.7%
Native American/Native Alaskan	3.0%	.9%
Asian/Native Hawaiian/Pacific Islander	6.6%	10.5%
White	30.0%	50.5%
Multiracial	8.1%	6.8%
Other	1.7%	0%
Not Given	5.6%	0%

Note: These figures include data for Portland Public, David Douglas and Parkrose school districts in which all schools are located in the City of Portland, and data for Centennial and Reynolds school districts in which only some schools are located within the City of Portland boundaries.

Implications

Overall, the Levy has successfully directed resources toward:

- Serving proportionally more children of color
- Serving greater proportions of all races/ethnicities other than white and Asian, than these groups compose in the population of children attending school in Portland.

However, a further analysis of the race/ethnicity of the population served in each program area reveals service gaps in some program areas. Specifically, the proportion of African-American and Native American children served in child abuse prevention/intervention programs has been lower than the percentage of African and Native American children in the foster care population. A lower percentage of Latinos were served in foster care programs as compared to the percentage of Latinos in the foster population. A lower percentage of Native Americans were served in early childhood programs than the percentage of Native American children enrolled in Portland schools. Proportionally fewer Latino, Asian and Native American children received mentoring program services when compared to the percentage of the school age population that each of these groups composes.

Implications (continued)

In the 2014 funding round, investments were made that will hopefully address most of these gaps including the following services:

- Culturally specific child abuse prevention programs for African-American and Native American children
- Culturally specific early childhood services for Native American children
- Culturally specific mentoring program for Native youth
- A mentoring program that serves a high proportion of Latino youth.

Future reports will focus on whether these investments have shifted the proportions of youth of these races/ethnicities served in each program area in terms of a relevant comparison population.

4. Participation in Program Services

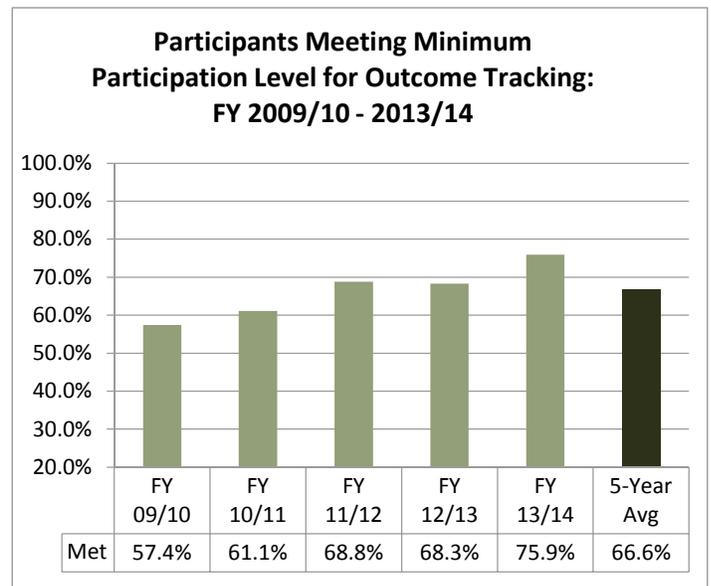
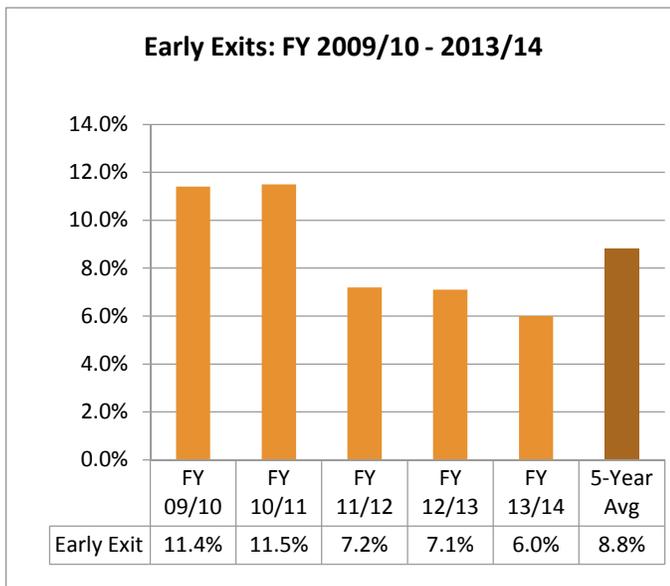
Expectations

The Levy has tracked two participation variables on all funded programs for the past 5 years: (1) the percentage of participants who enroll in services but exit services after minimal participation—referred to as an “Early Exit”; and (2) the percentage of participants that meet a “minimum dosage” participation threshold for outcome tracking. Each of these thresholds is set by the grantee in negotiation with staff and takes into account thresholds set by similar programs, program model data from other sources, and data analysis by the program. Thresholds are sometimes adjusted during the contract period where appropriate.

PCL has tracked these data to understand the participation rate for each program area to assure that programs regularly track and review these data for possible improvement, and to develop reasonable expectations for participation for various types of services to use in the future.

Results

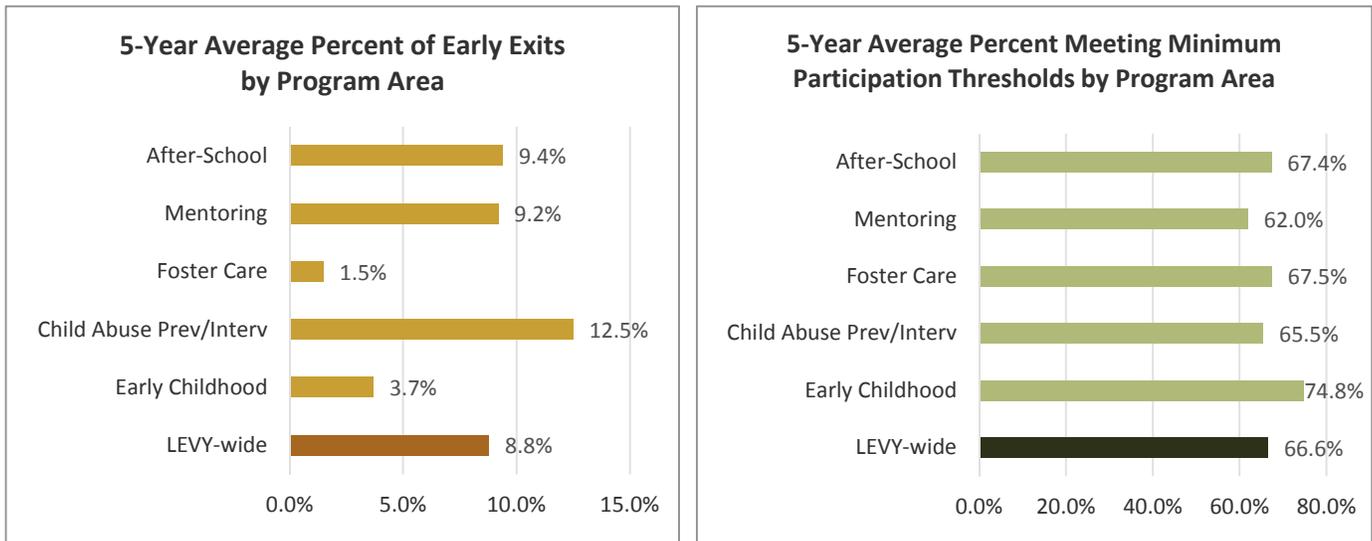
Over the five-year period, the annual levy-wide early exit percentage steadily declined from a high of 11.4% to 6%, while the Levy-wide percentage of participants meeting minimum participation thresholds steadily increased from a low of 57.4% to 75.9%. (See charts below for annual data).



From the range on each metric, PCL also calculates a Levy-wide 5-year average early exit percentage and 5-year average percentage of participants that met the minimum threshold for outcome tracking. This same set of calculations is done (i.e. annual percentages that compose a range over time, and a 5-year average of the range) for each program area over the 5 year period to examine variation between program areas on these variables and to gauge program area variations against the Levy-wide figures.

Results (continued)

As the charts below demonstrate, the Levy's 5-year average early exit rate was 8.8%, while the average among program areas was a low of 1.5% in Foster Care to a high of 12.5% in Child Abuse Prevention & Intervention. The Levy 5-year average of participants meeting minimum dosage was 66.6%, and the program area averages ranged from a low of 62% in mentoring, to a high of 74.8% in early childhood.



Implications

Increased focus on participation by children and caregivers in services has been positive on many levels. First, it draws attention to a key factor of service delivery: attendance is necessary, if not sufficient, to producing positive outcomes. Second, it is possible that asking grantees to track participation rates has contributed to their improvement by drawing attention to them and causing grantees to internally assess how rates can be improved. As schools are demonstrating by focusing on chronic absenteeism, it is important for programs to assess participation rates on an ongoing basis, to consider barriers to participation, and to strategize ways to increase participation so that the greatest number of children served have the highest likelihood of reaching the intended outcomes. Last, tracking these participation variables over time has allowed PCL staff to set participation expectations for types of services (e.g. home visiting programs, SUN Community School programs) which were incorporated into participation goals for each grantee that received funding in the 2014 competitive process. Beginning in FY 2014/15, PCL will ask grantees to disaggregate participation data by race/ethnicity to further understand whether groups at higher risk for poor outcomes are meeting participation goals at the same rate.

Comparing average percentages of participants exiting early and meeting participation minimums across program areas makes variation across program areas more visible, prompts questions about the reasons for these differences, and helps set reasonable expectations within program areas. Some differences in average rates between program areas can be explained by the range of early exit and minimum participation definitions used by programs in the Foster Care and Child Abuse Prevention/Intervention program areas. PCL staff worked with recent grantees to move toward more consistent and similar units of measurement for these metrics. Variation may also be related to the type of services offered. In early childhood, a substantial portion of the children served receive center-based services that function as childcare. Families in those services are more likely attend regularly and remain enrolled because the service meets a major family stability need.

5. Outcomes Achieved

Expectations

Each PCL grant includes at least one outcome that the grantee expects the participants in the program to achieve as a result of the program. PCL staff work with grantees to set outcomes that are appropriate for the services delivered. In addition, most grantees have had the benefit of technical assistance from program evaluation experts contracted through PCL to review and revise the grantee's process for measuring appropriate outcomes. The review and revision process included assuring the outcomes tracked align with the service model, confirming that measurement tools are appropriate for measuring the outcomes, and developing a written procedure document that describes how the tool is scored to determine whether a particular outcome is met.

Since PCL funds many types of services, the specific outcomes tracked by grantees are too numerous to list in this report. (For greater detail on specific outcomes, see Annual Data Reports at PCL's website: <http://portlandchildrenslevy.org/governance/evaluation/progress>).

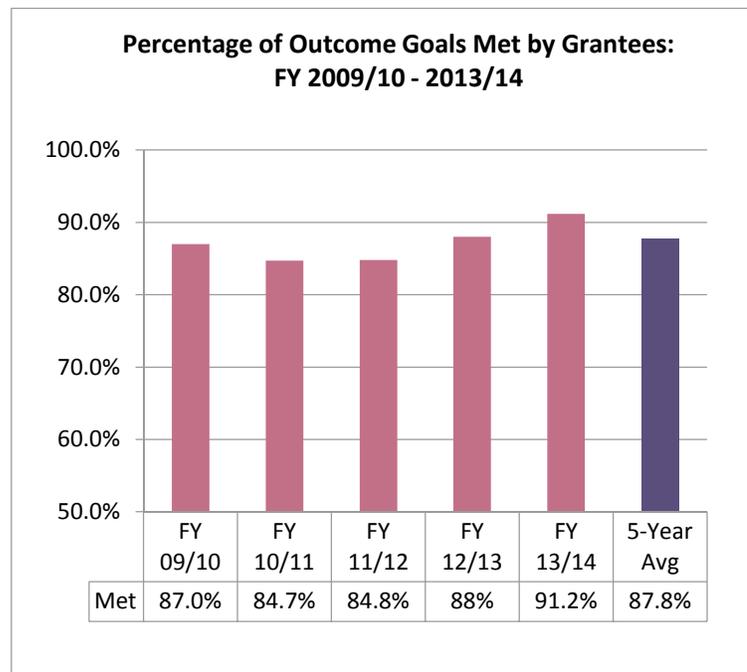
That said, outcomes tracked can be generally grouped into the following categories:

- Child development and health
- Parenting practices and family functioning
- Child stability and welfare
- School success including attendance, behavior, homework completion and academic achievement
- Social-emotional competencies such as self-confidence, self-esteem, and connection to school

Results

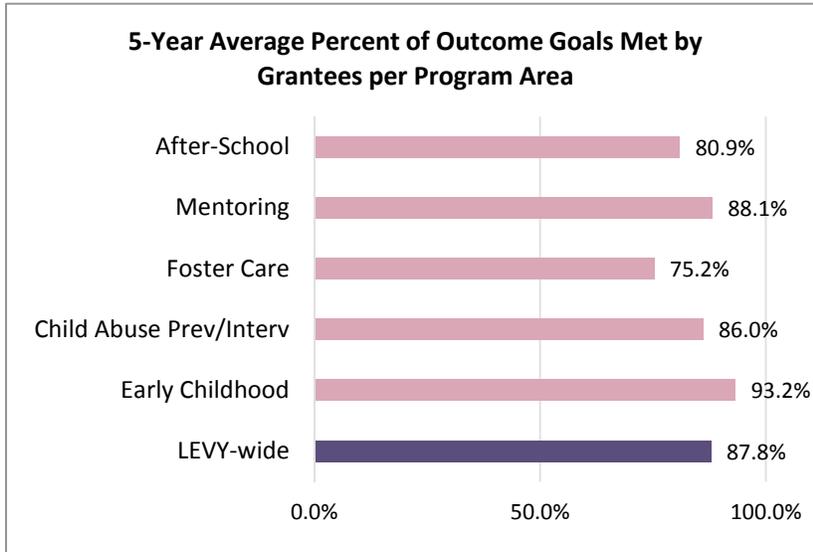
Grantees report program outcomes to PCL annually. Staff tracks the total number of outcomes in the grant, and the number of outcomes met for the annual period. Over the past 5 years, grantees have consistently met at least 85% of the goals set in grant agreements. (See chart below for progress over time). In many cases, if grantees missed meeting an outcome goal, it was by a very small margin.

As with the participation metrics, PCL also used this range to calculate a Levy-wide 5-year average of the percent of outcome goals met by grantees. Similarly, annual figures composing a range and a 5-year average of the range was computed for each program area to gauge program area variations.



Results (continued)

The Levy’s 5-year average percentage of goals met by grantees was 87.8%, compared to the low program area average of 75.2% in Foster Care and the high average of 93.2% in Early Childhood.



Implications

On the whole, grantees have performed well in meeting outcome goals. Grantees also performed well within each program area as the 5 year average by program area demonstrates. Early Childhood programs averaged the highest percentage of outcomes met, and Foster Care averaged the lowest percentage of outcomes met. This result may be related to the fact that many early childhood program grantees have been funded by PCL since its inception, and received evaluation technical assistance early on. Conversely, the foster care program area was new in 2009, and received evaluation technical assistance after the first year of service delivery.

While grantees have generally been successful in meeting outcomes, PCL staff hopes to work with grantees within program areas over the next Levy period to discuss and consider tracking more common outcomes such that the total number of outcomes tracked by PCL grantees would decrease. Staff also plans to discuss whether and how outcomes can align with outcomes tracked for other funders of the same or similar services so as to better understand the collective impact of PCL investments, and reduce burden on grantees.

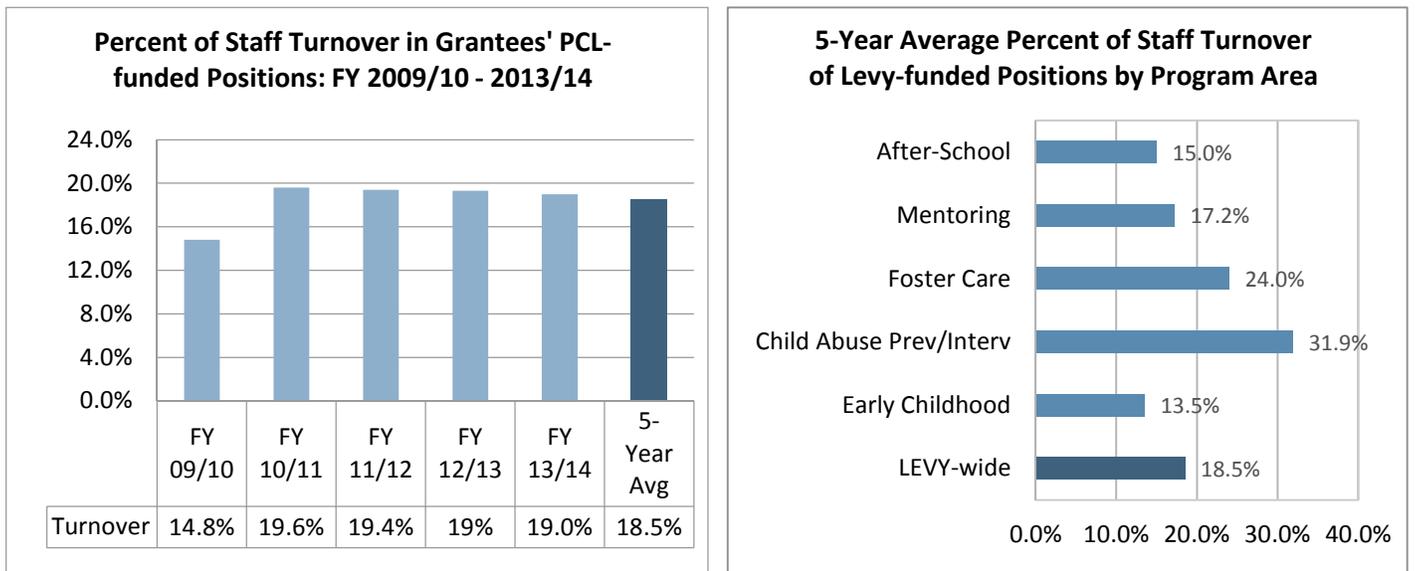
6. Staff Turnover

Expectations

No specific goals regarding staff turnover were set prior to making grants in 2009 other than a general goal to minimize staff turnover in order to foster positive relationships between program staff and participants. Staff turnover can impact program delivery, participation rates, and outcomes achieved as new staff are trained and begin new relationships with other staff and program participants. In FY 2009/10 staff began requiring grantees to report the total number of PCL positions funded annually, the number of positions that turned over, and the number of times each position turned over. PCL aggregated this information to determine the percentage of positions that turned over across all Levy programs, and the percentage that turned over in each program area.

Results

Over the past 5 years, the rate of staff turnover among PCL-funded positions ranged from 14.8% to 19.8%. The 5-year average percentage of staff turnover in PCL-funded positions across the Levy was 18.5%, compared with the low 5-year average of 13.5% in Early Childhood and the highs of 24% in Foster Care and 31.9% in Child Abuse Prevention & Intervention.



Implications

Based on 5 years of data, PCL can expect that between 15-20% of program staff will turnover annually, and that different program areas will experience different rates of turnover. While we do not know all of the reasons that staff turnover is higher in foster care and child abuse prevention/ intervention programs, reasons may include the high need, high risk children and families served by these programs, the limited availability of resources to meet families' basic needs, and limited resources for training, support and supervision of program staff. PCL staff works with grantees in the reporting process to uncover the reasons, and to set goals for improvement. As we move into the next Levy period, staff will seek to better understand the reasons for high staff turnover in these program areas, and work with grantees to address issues that are within grantees' control.

PCL Expectations, Results and Implications through an Equity Lens

Over the past five years, many public and private entities have begun using an “equity lens” to assess organizational practices and policies related to racial equity. Multnomah County and various departments of the State of Oregon have adopted specific equity lenses and are working to assess and change internal policies and procedures accordingly.

In addition, the All Hands Raised Partnership has supported a collaborative group that includes the Coalition of Communities of Color and superintendents from each of the school districts in Multnomah County to work toward eliminating disparities in the success of children and youth across the county. The collaborative worked to produce a [Tool for Organizational Self-Assessment Related to Racial Equity](#) which has been piloted by several participants in the All Hands Raised Partnership. The tool is comprehensive and includes organizational self-assessment questions in the following areas:

- Organizational Commitment to Racial Equity, Leadership and Governance
- Racial Equity Policies and Implementation Practices
- Organizational Climate, Culture and Communications
- Service-Based Equity
- Service User Voice and Influence
- Workforce Composition and Quality
- Community Collaboration
- Resource Allocation and Contracting Practices
- Data, Metrics and Continuous Quality Improvement

While the scope of the full equity assessment is much larger than the scope of this report, a few of the assessment areas directly apply to the topics covered here. Specifically, Service-Based Equity, Resource Allocation and Contracting Practices, and Data, Metrics and Continuous Quality Improvement all provide a lens through which we can assess the expectations and results discussed in this report. A complete list of the self-assessment questions under each of these topics is attached as Appendix A.

Service-Based Equity

The self-assessment questions on service-based equity relate to service delivery in the community, and the data gathered and tracked on those who use services. The questions suggest that organizations should collect racial, ethnic and linguistic data; should have a policy on how they do so; should track this data on those who request service those who receive services, and those who succeed in the program; and that organizations should be using these data to inform decision making regarding services. In addition, organizations should have goals of service equity in policies, and implement them in practice.

As discussed in this report, PCL requires funded organizations to collect and report racial, ethnic and linguistic data on all clients served. PCL uses these data to understand whether funded programs are serving communities that are most affected by disparities in outcomes and has reviewed these data on an annual basis to monitor performance over time.

While PCL meets some of the standards suggested for service-based equity, it has not addressed others. Currently, it does not require collection of any data on those who request services compared to those that engage in services, or require outcome data to be disaggregated by race/ethnicity. Also, PCL does not require funded programs to provide translation/interpretation services (although many do), does not assess whether linguistic services are aligned with community need, and does not require evaluation of the quality and effectiveness of these services. PCL also has not set specific equity goals at the outset

of funding decisions in terms of percentages of communities of color to be served by PCL grants. Last, PCL has not specifically asked grantees to report on how the demographics of the population served has informed service delivery practices and grantee decision making regarding services.

PCL addressed some of these issues at the start of the 2014 funding process by making changes to its Request for Investment (RFI). The goal of these changes was to assure that PCL funds only organizations that are culturally responsive to the populations they serve. PCL increased the number of points assigned to the cultural responsiveness section from 15 to 25 out of 100 possible points, and required that all applicants earn at least 16 points in this section in order to qualify for funding. In the program design and effectiveness section of the RFI, PCL included questions on outreach, engagement, effectiveness of the model with the proposed service population, and capacity to disaggregate data. The cultural responsiveness section of the RFI was developed with the standards suggested by the Tool and included questions on the following:

- Demographics of the applicant's board, staff and service population
- Applicant's commitment to cultural responsiveness
- Service user voice and influence
- Community engagement and collaboration
- Staff recruitment, promotion and training
- Language accessibility

As PCL revises its accountability processes for the new Levy period, it will engage grantees and the Allocation Committee in a discussion of how cultural responsiveness can best be reported and progress assessed over time.

Resource Allocation and Contracting Practices

The self-assessment questions in this section of the Tool relate to contracting practices, and how racial equity goals influence organizations' investments and budget allocations. The questions on contracting practices suggest that organizations should have a Minority, Women and Emerging Small Business (MWESB) policy, collect data disaggregated by type on the contractors that are hired under this policy, and require that vendors/contractors adhere to the same equity policies adopted by the hiring organization. The questions also ask for examples of how racial justice values influence organizational investment, and how budget allocations align with racial equity goals.

PCL both hires outside contractors (technical assistance providers, auditors, designers), and grants funds to community-based organizations. In hiring outside contractors, PCL adheres to City procurement procedures which include an MWESB policy. For example, when PCL recently put out a Request for Proposals for an outside auditor, MWESB criteria were considered and led to the hiring of a women-owned accounting firm. PCL has not tracked MWESB data on all outside contractors hired, and has not added any equity provisions to the required City contract form. The City contracting form only requires adherence to Equal Employment Opportunity law.

Grant making is not subject to city procurement processes and procedures or MWESB requirements. However, racial justice values and racial equity goals did influence the grant making process. As discussed above, significant changes were made to the funding application to increase standards for cultural responsiveness and to assure that only organizations that met minimum standards for cultural responsiveness would be considered for funding. In addition, PCL recruited a diverse group of grant reviewers; most five-member review panels had at least two members of color. When PCL was considering whether it should set a goal for investment in culturally specific services, it looked to other

city bureaus' goals regarding MWESB contracting. Bureaus that had goals typically set a goal of 20-30% of contracts going to MWESB qualified firms. This influenced PCL's adoption of a goal of 30% of resources devoted to culturally specific services at both the Levy level, and within each program area.

As discussed in this report, the disparities in outcomes for communities of color, the overrepresentation of African-American and Native American children in the foster care system, and the higher rates of poverty and racial/ethnic diversity in East Portland have all influenced PCL's grant making, and are monitored annually to assure that the portion of these communities served by PCL programs is greater than the portion of these populations in the relevant comparison population. As PCL revises investment and accountability processes, it will engage stakeholders and the Allocation Committee in a discussion of whether and what other racial equity goals should be set, and how progress should be monitored.

Data, Metrics and Continuous Quality Improvement

The questions on data, metrics and continuous quality improvement relate to the collection of race and ethnicity data, how the data are used, and the evaluation of program impact on communities of color. The questions suggest that organizations should have a formal policy on collecting race/ethnicity data, should be able to disaggregate data into at least African, African-American, Asian, Pacific Islander, Latino, Native American and Slavic categories, that individuals should be able to self-identify with multiple race/ethnicity categories, and that the data should be made available to organization staff and the public. In addition, the questions suggest that organizations should meet with leaders of communities of color to discuss racial equity, should use this data to inform services, investments and/or employment practices, and should evaluate the impact of programs on communities of color.

PCL adheres to most of the data collection standards suggested by these questions. Yet, it has not required grantees to change intake forms to allow clients to choose multiple racial/ethnic identifications. Most grantees' forms provide this choice, but not all. PCL has asked grantees who collect data in that format (i.e. giving clients choice to indicate all applicable race/ethnicity identities) to report it at the end of the current fiscal year, and will require it in the next fiscal year.

PCL uses race/ethnicity data to inform the investments it makes, and to assure PCL programs are reaching intended populations for service. However, PCL has not regularly met with leaders of communities of color to discuss racial equity; discussions have been episodic and mostly about community needs in preparation for competitive funding rounds. PCL also has not specifically evaluated the impact of programming on communities of color either by disaggregating participation and outcome data by race/ethnicity, or any other method. In the 2014 funding application, PCL asked applicants whether they currently disaggregated participation and outcome data by race/ethnicity, or had the capacity to do so. In the current fiscal year, grantees will be asked to disaggregate participation data by race/ethnicity and this data will be analyzed by staff and presented to the Allocation Committee. PCL will engage grantees in a conversation on the feasibility of disaggregating program outcomes by race/ethnicity in the context of lessons learned in disaggregating participation data.

Shifting Expectations

Viewing PCL's expectations and results over the past five years through an equity lens reveals an array of areas in which PCL may consider shifting expectations it sets for itself, and for its grantees, the type of data it requires grantees to track and report and how these data are used, the way it analyzes outcomes achieved, and the type and frequency of communication with communities of color. As PCL reviews and revises its accountability processes for the next 5-year Levy period, it should engage in a conversation with grantees, communities of color and the Allocation Committee to consider what should be changed.

In addition, the [Tool for Organizational Self-Assessment Related to Racial Equity](#) includes many other topics that both PCL and the organizations it funds can consider as organizational policies, practices and accountability structures are further developed.

Conclusion

Overall, PCL results were positive over the 2009-2014 Levy period with grantees exceeding service goals, reaching vulnerable populations, improving program participation over time, and meeting outcome goals. As noted above, staff turnover rates in the child abuse prevention/intervention and foster care program areas remain an area for improvement in the future. The 2014 funding process resulted in a new pool of funded programs which may affect performance trends discussed in this report, and will hopefully address some of the service gaps identified. In addition, some changes in PCL expectations around cultural responsiveness of grantee programs were initiated in the 2014 funding process. PCL is hopeful that these changes will begin to address some of the issues identified in this report, and plans to further engage stakeholders, grantees and the Allocation Committee in considering changes in expectations and accountability methods to assure equitable investment and results.

Appendix A

Excerpts from Tool for Organizational Self-Assessment Related to Racial Equity

Service-Based Equity

26. Do you provide language interpreter/translator services for people who speak languages other than English?

27. Do you collect racial, ethnic and linguistic data on your clients or constituents? If so, please attach.

28. Do you collect race and ethnicity data on each of the following:

___ those who request service

___ those who receive service

___ those referred for specific interventions

___ those who succeed and those who don't in your programs/services/schools?

29. When you make evidence-based decisions regarding communities of color (either collectively or as individual communities) do you review the decision with the impacted community?

30. Please provide a couple of examples of how race and ethnicity service-user data has informed your service delivery practices and decision-making regarding services.

31. How do you ensure that language services (translation/interpretation) are adequately aligned with community needs?

32. How do you incorporate goals of service equity and culturally-appropriate service delivery? Provide a couple of examples of how this is codified in policy or implemented in practice.

33. Please describe how your organization evaluates the quality and effectiveness of interpretation and translation services it either contracts for or provides.

Resource Allocation & Contracting Practices

58. Does your organization have a Minority, Women & Emerging Small Business (MWESB) policy? If so, please attach.

59. Does your organization routinely collect data on MWESB utilization? If so, please attach and disaggregate if possible into minority, women, and emerging small business.

60. If your organization has equity practices and policies, do you require your vendors and contractors to adhere to the same practices and policies?

61. Please provide a couple of examples of how racial justice values influence your organization's investments.

62. In what ways are your organization's budget allocations aligned with racial equity goals, plans, policies and/or values?

Data, Metrics & Continuous Quality Improvement

63. Does your organization have a written policy or formal practice regarding the collection of race and ethnicity data? If so, please attach.

64. If you collect race and ethnicity data (either workforce or constituency), are you able to disaggregate your data into the following communities: African, African American, Asian, Pacific Islander, Latino, Native American and Slavic? If you collect race and ethnicity data, are individuals able to self-identify their race and ethnicity?

65. If you collect race and ethnicity data, are individuals allowed to designate multiple races and/or ethnicities?

66. Do you reveal race and ethnicity data in a way that is accessible to your staff?

67. Do you reveal race and ethnicity data in a way that is accessible to the public?

68. Does your organization meet regularly with leaders from communities of color specifically to discuss racial equity within your organization?

69. Please provide a couple of examples of how race and ethnicity data from within your organization has affected your services, investments or employment practices.

70. Please describe how your programs are evaluated in terms of their impact on communities of color and racial equity goals? You may include internal and external evaluation processes.