



Performance and Progress
2009/2010

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

- Number and characteristics of children served
- Request for Investment policy goals/performance
- Program participation levels
- Outcome goals/performance
- Staff turnover rates

All data is from the 2009/2010 fiscal year.

Number of Children Served

- Target: 14,611 children during the last fiscal year.
- Actual: 15,541 children during the last fiscal year.
- Programs served 6.4% more children than projected.

Program Area	% over/under service target
Early Childhood	5.5%
Child Abuse	1.5%
Foster Care	-7.7%
After-School	11.2%
Mentoring	5.2%

Key Point: Levy programs exceeded service targets in 09/10.

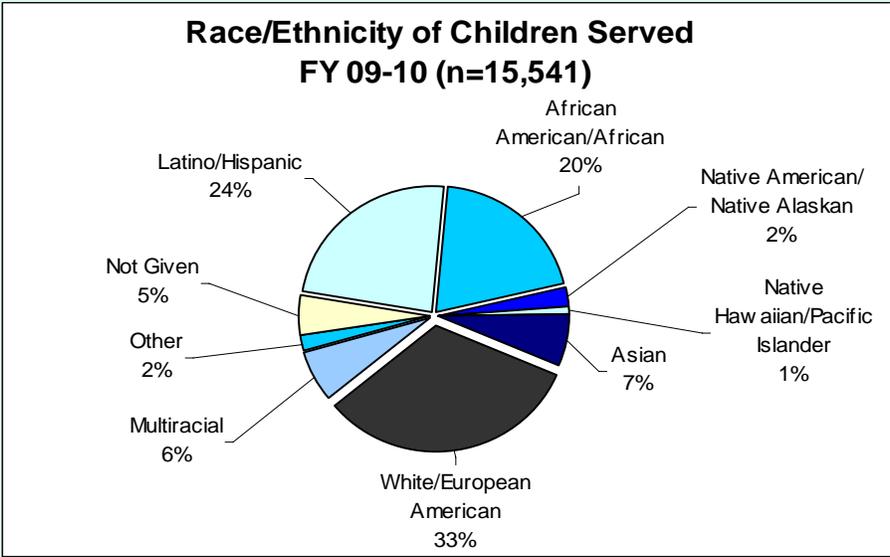
Additional Information/Analysis

- Serving more children than projected can be a positive or a negative. It might mean that a program is experiencing high turnover where children enter the program, stay for a short time, leave and are replaced by other children.
- Other reasons for exceeding the projected number of children served include garnering additional funding from other sources, forming partnerships with other organizations that allow more children to be served, targets that were set too conservatively and/or or an increase in demand that programs are able to meet with existing staff.
- The foster care program area fell short of meeting the service target goals due to issues related to program implementation. Some programs were not fully staffed until mid-year and most programs experienced challenges related to receiving referrals from DHS child welfare.

Race/Ethnicity Data: Context

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

Race/Ethnicity Served



Key Point: The majority of children served are children of color (67%).

Additional Information/Analysis

- Latino children are the largest population among children of color served (24%) followed by African American children (20%).

Race/Ethnicity Data

Population	% of Levy Program Participants Served	% 2009/2010 Enrollment in School Districts in City of Portland	% Multnomah County Population
Children of Color	67%	47%	26% (all ages)
Latino Children	24%	20%	11% (all ages)
African-American Children	20%	11%	6% (all ages)

Key Point: The Levy is doing a good job in reaching populations experiencing poverty, poor educational outcomes and/or overrepresentation in the foster care system as compared to the percentages of these populations enrolled in city school districts and living in Multnomah County.

Additional Information/Analysis

- Demographic categories for ODE data are slightly different than the categories PCL uses. PCL figures include African-American and African immigrant together in the African-American category. ODE uses “Black” as the category which would also likely include African-American and African immigrant children.

- Data on Multnomah County population is from the US Census projections and indicates that children are a higher percentage of minority populations.

- Includes PPS, David Douglas, Centennial, Reynolds, and Parkrose. The Reynolds and Centennial districts include schools that are NOT in the City of Portland, and serves students who do not reside in the COP. Source of data is Oregon Department of Education for same year.

Race/Ethnicity Data

Population	% of Levy Program Participants Served	% 2009/ 2010 Enrollment in School Districts in City of Portland	% Multnomah County Population
Asian/Pacific Islander Children	8%	11%	6.6% (all ages)
Native American/ Alaskan Native Children	2%	1%	1.2% (all ages)
Multiethnic Children	6%	4%	N/A
Not Given	5%	1%	N/A

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

Additional Information/Analysis

- The fact that Levy programs serve a lower percentage of Asian and Pacific Islander children than are enrolled in city schools may reflect the fact that Levy programming is targeted at high risk populations and a lesser percentage of the API community exhibits risk factors such as high poverty, low educational attainment etc.
- According to the census data reported in “Making the Invisible Visible” report on the Native American community in Portland, there are twice as many multiracial Native Americans as there are Native Americans of one race living in the Portland metropolitan area. Thus it is possible that a significant number of multiethnic children served by PCL are of Native American descent.
- The fact that there was no race/ethnicity data on 5% of children served by PCL programs also assures that some or all of the categories of race/ethnicity served are underreported.
- Includes PPS, David Douglas, Centennial, Reynolds, and Parkrose. The Reynolds and Centennial districts include schools that are NOT in the City of Portland (COP), and serves students who do not reside in the COP. Source of data is Oregon Department of Education for same year.

Race/Ethnicity Data: Issues in Levy Programming

Population by Program Area	% of children served in Program Area	% of children served by Levy overall	% 2009/2010 Enrollment in School Districts in City of Portland
Native American/ Alaskan Native- Early Childhood	.08%	2.4%	1.2%
African American/ African- Early Childhood	13%	20%	11.2%
Native American/ Alaskan Native- Mentoring	1.3%	2.4%	1.2%

Key Point: Levy programming may not be reaching vulnerable populations in some program areas.

Additional Information/Analysis

- Considering the importance of early childhood for later school success and achievement, and the achievement gap for African American and Native American children, we may be missing opportunities to do more prevention in early years with these populations.
- Part of the reason our figures are lower for these groups is that PCL received few to no applications from culturally specific grantees in these program areas.
- In the case of mentoring programs, there is tension between typical best-practice models for mentoring programs and cultural values in the Native American community which may be why PCL did not receive applications by mentoring programs focused on Native Americans.
- If equitable investment and narrowing the achievement gap are goals, PCL may want to consider policy options in the future that will help bridge these gaps.

Race/Ethnicity Data: Issues in Levy Programming

Population	Foster Care % of Levy Foster Care Participants Served	Child Abuse % of Levy Child Abuse Participants Served	% children in Foster Care Multnomah County
African American/ African	27.5%	22%	23.9%
Native American	20.4%	3%	9.6%
Latino/ Hispanic	4.8%	17%	11.3%

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

Additional Information/Analysis

Foster Care:

- Contracts with culturally specific foster care service providers assure the Levy reaches the Native American and African American populations.
- Levy foster care programs are serving a smaller percentage of Latino/Hispanic children as compared to the percentage of Latino/Hispanic children in the foster care population.

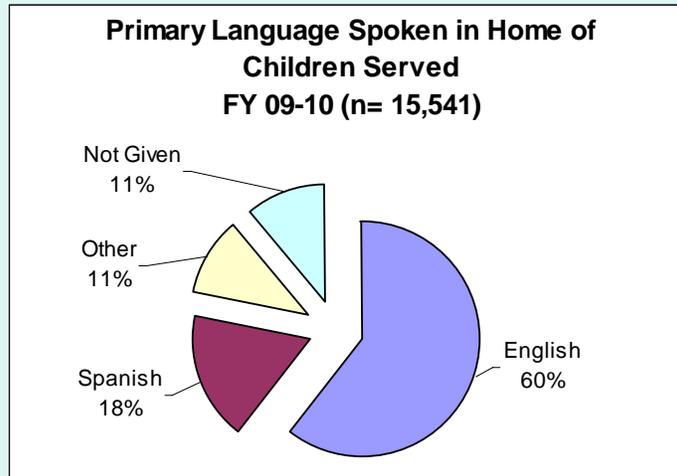
Child Abuse:

- We may be missing opportunities to provide services that prevent Native American children from entering the child welfare system.
- The Levy did not receive any culturally specific proposals to serve Native American children and their families in this program area.

Data Details

- Source of Multnomah County Data, DHS Child Welfare; point in time: November 21, 2010

Primary Language

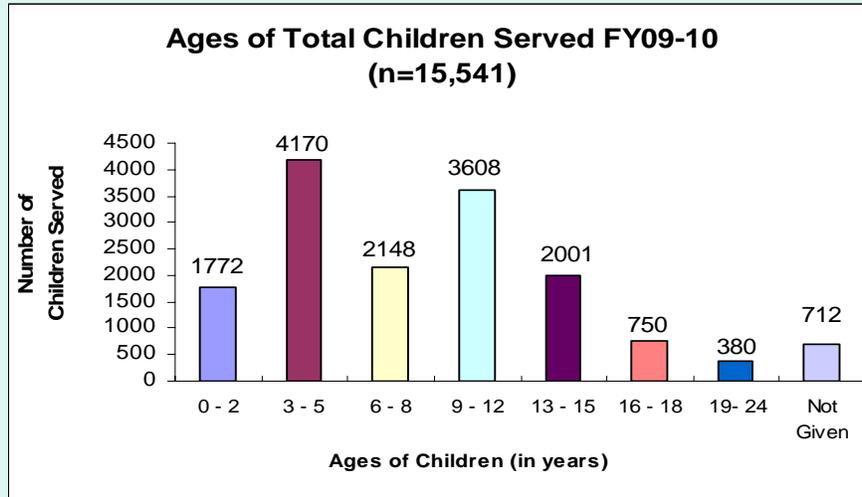


Key Point: The Levy is reaching a significant percentage of children who do not speak English as a first language which is a significant risk factor for poor educational outcomes.

Additional Information/Analysis

- 29% of children do not speak English as a first language.
- Across all program areas, over 1700 children speak a first language other than English or Spanish.
- From data grantees reported, at least 25 other languages are spoken, including: Arabic, Bangla, Bosnian, Burmese, Chaldean, Chuukese, Farsi, French, German, Hmong, Karen, Korean, Kurundi, Lao, Micronesian, Nepali, Oromo, Palauan, Romanian, Samoan, Somali, Swahili, Turkish, Thai, Ukrainian.

Age Group Served



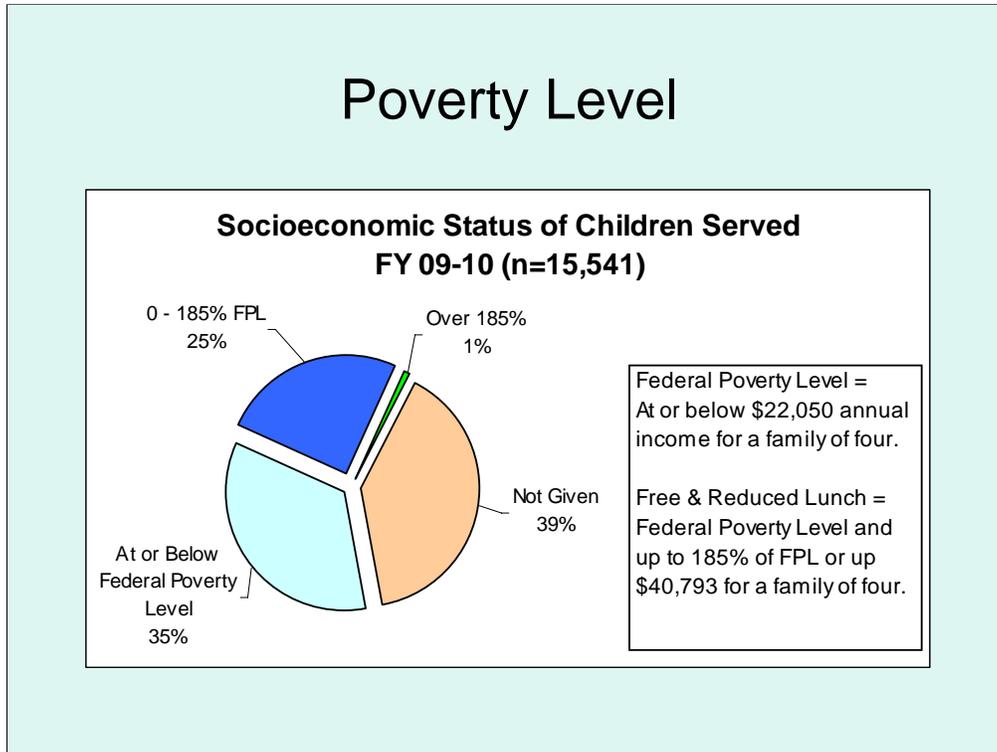
Key Point: Levy programs are more heavily weighted toward serving children aged 0-5.

Additional Information/Analysis

•Age range of 0-5 (early childhood) is 24% of the age spectrum of 0-24 represented on the graph above. However, the number of children aged 0-5 served is 40% of the total number served (excluding the “not given” category).

•The Levy is serving a lower percentage of young children (0-5) than is represented in the foster care population (25.9% vs. 34.2%). Given that young children in foster care are extremely vulnerable, the Levy may be missing opportunities to provide early intervention to support healthy development.

Poverty Level



Key Point: Data shows that services are indeed reaching our most vulnerable children.

Additional Information/Analysis

- Income data are collected differently by Early Childhood (EC) and Child Abuse Prevention & Intervention (CA) grantees than by After School and Mentoring (ASM) grantees. EC/CA grantees collect income data directly from clients; ASM grantees receive Free & Reduced Lunch qualification data about groups of children served.
- Altogether, 60% of children served are living in households with incomes that range from the federal poverty level (FPL) and up through 185% of FPL. The FPL for the relevant year was \$22,050 for a family of 4; 185% of FPL was \$40,793 for a family of 4.
- As a point of reference, the median income for a family of 4 in Portland is \$71,200. This means the majority of children served in our programs come from families whose annual income is, at best, just over half of the median income.

Funding Level by Program Area: Goal/Actual

<u>Goal</u>	<u>Actual</u>
• Early Child.: 33%	• Early Child.: 33.3%
• Child Abuse: 20%	• Child Abuse: 18.5%
• Foster Care: 13.5%	• Foster Care: 13.2%
• Mentoring: 13.5%	• Mentoring: 12.8%
• After-School: 20%	• After-School: 22.2%
– Full Service: 65%	– Full Service: 76%
– Enrichment: 35%	– Enrichment: 24%

Key Point: Levy funds were divided as originally intended among program areas with one significant departure in the sub-categories of after-school investment.

Additional Information/Analysis

• Since the Levy has generally tended to continue funding successful programs over time, the actual percentage of investment in full service and enrichment after-school programming could be difficult to change over time if the Committee wants to maintain current full service programming.

Targeting Service to East Portland

- Extra points in application process given to programs that planned to serve East of 82nd Ave.
- New this year: tracked residence or school of those served by zip code.
- 39% of children served resided or went to school in zip codes East of 82nd Ave.
- 55% of children served resided or went to school in zip codes bordering 82nd Ave. or East of 82nd Ave.

Key Point: The Levy succeeded in serving a significant percentage of children residing or going to school East of 82nd Ave.

Additional Information/Analysis

- The percentage of people living in zip codes East of 82nd Ave. and within the City of Portland as compared to the total population of the City is 35.5% (based on 2007 zip code data and census projection data from 2006).
- This is a baseline measurement. We did not collect this data in the past so we cannot analyze whether this is an increase over the previous levy investments in this geographic area.
- 41% of children served lived in SE Portland, 25% in NE Portland, 18% in North Portland, 6% in NW and SW Portland, and 3% of children served were homeless.
- In 09/10, Levy funded programs served 514 homeless children. The total homeless children in Multnomah County according to the County's 2010 one night count was between 1,136 and 1,276 children aged 23 and younger. Thus Levy funded programs could be reaching at least half of the homeless children in the city given that the above totals are for the county.
- The zip codes that are within the boundaries of the City of Portland and include areas East of 82nd Ave. are as follows: 97216, 97220, 97230, 97233, 97236, and 97266. Some of these zip codes also include areas that lie outside the boundaries of the City of Portland.
- The zip codes that are within the boundaries of the City of Portland and border 82nd Ave are 97218, 97213, 97215, 97206. Children served in these zip codes were included in the 55% figure calculated above.

Culturally Specific Programs

Indicator	Culturally Specific Programs	Mainstream Programs
% of children of served	12.5%	87.5%
% of annual investment	31%	69%

- Percentage of children served in culturally specific programs increased less than 1% from FY08-09.
- Percentage of dollars invested in culturally specific programs increased by 2% from FY 08-09.

Key Point: The Levy succeeded, but not significantly, in increasing the number of children served in culturally specific programs, and increasing the level of investment in culturally specific programs.

Additional Information/Analysis

•Despite prioritizing culturally specific programming in the competitive RFI process by awarding 3 extra points to applications seeking to provide such programs, the Levy did not drastically increase our investment levels or portion of children served by those programs from previous year.

•While a greater portion of dollars are going to culturally specific programs than the portion of children served, the culturally specific programs PCL funds tend to serve fewer children more intensively (NAYA, SEI). In addition, some of the mainstream programs PCL funds provide less intensive services to a large number of children (Raising a Reader, SUN, aka Science) which skews the percentage of children served by culturally specific programs downward.

•In the FY 09-10 competitive round of funding, 65% of applications from culturally specific programs were funded compared to 55% of applications from mainstream programs. However, only 23 applications total were received from culturally specific programs compared to 103 total for mainstream programs. These trends may indicate that if PCL wants increase its funding for culturally specific programs (compared to the past Levy), it may need to find ways to do more outreach to culturally specific programs, assure that they are prepared to submit competitive applications, and have the capacity to grow successfully with additional funding.

Participation Data

- First year Levy has collected this data
- Data is relevant to program “dosage”
- Dosage is important in affecting outcomes for children
- Uses of the information:
 - Improving and raising awareness of participation rates at the program level.
 - Establishing baseline expectations on participation levels among similar programs.

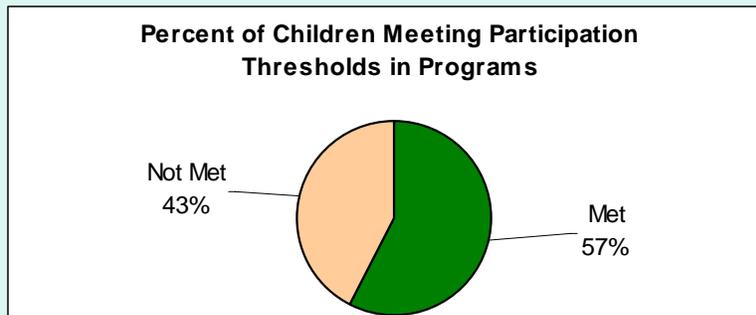
•With some exceptions, most grantees were successful in providing staff with the participation data specified in their contract.

•Another use of participation information is to compare the actual level of participation in programs with the level of participation in studies related to proving the model employed by the program in cases where such studies exist.

•Most program models have not been studied rigorously enough to determine the necessary dosage to achieve outcomes.

Participation Data

- All programs set participation thresholds for outcome tracking.
- The participation threshold is set at the level that PCL and the grantee agree is necessary for the child/caregiver to achieve the outcomes the program is seeking to produce.

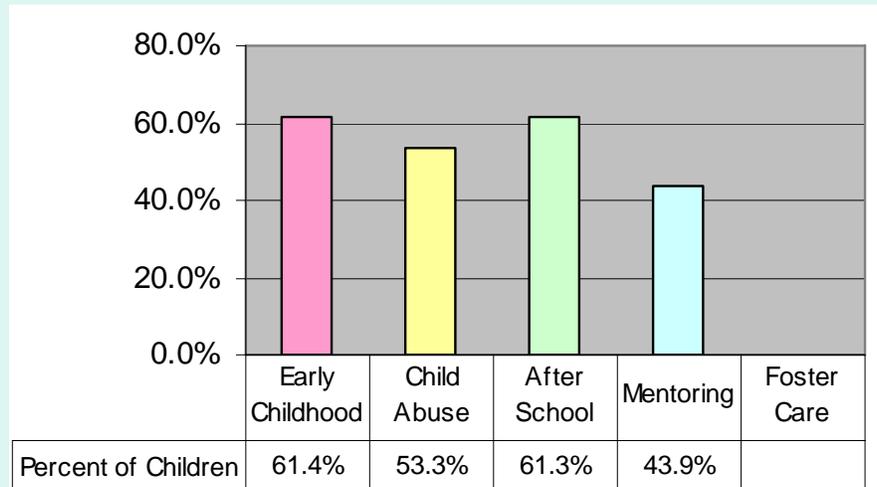


Key Point: This information serves as a baseline since this is the first year that the Levy has attempted to collect and aggregate this data across program areas.

Additional Information/Analysis

- 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; 3) enrolled at least six months and received at least 75% of home visits offered.
- 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.
- 57.4% of children served in 09/10 met the participation threshold for outcome tracking.

Participation Data: Percent of Children meeting Threshold by Program Area



Key Point: Participation rates were similar in early childhood and after-school programs.

Additional Information/Analysis

- For foster care programs, the data were too limited to report 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.

- In mentoring and child abuse programs, a higher percentage do not meet the threshold in part because some participants do not enroll in the programs early enough in the measurement period to have the possibility to meet the threshold in a given contract year.

- A lesson learned in collecting participation data for mentoring and child abuse programs is to separate data on participants based on length of participation so that we compare (as a percentage) the youth that met the threshold with the total youth that enrolled early enough in the contract year to have the possibility of meeting the threshold.

Additional Participation Data: Mentoring Programs

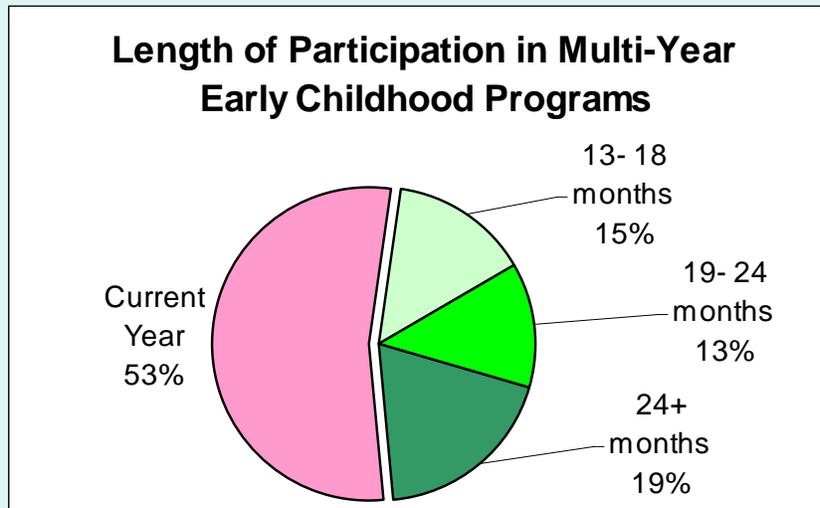
- 85% of mentees served in PCL mentoring programs that were matched in time to participate for 6 mos., received services for 6 mos.
- 81% of mentees served in PCL mentoring programs that were matched in time to participate for 1 year received services for 1 year.

Key Point: Most youth served by mentoring programs received services for a significant length of time.

Additional Information/Analysis

We asked mentoring program grantees to 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.

Additional Participation Data: Early Childhood Program



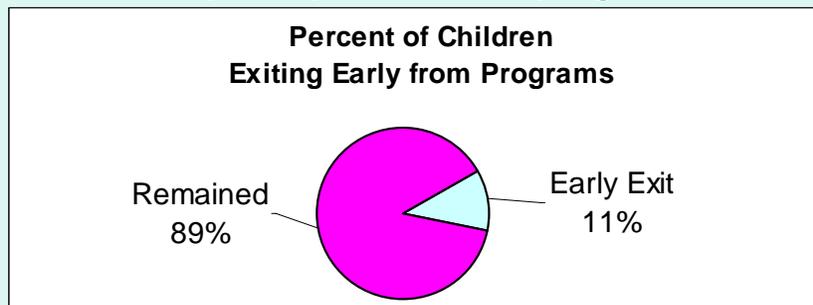
Key Point: Less than half of children served in multi-year Early Childhood programs participate for longer than one year. These figures also serve as a baseline for future measurement.

Additional Information/Analysis

- The programs included in this analysis are multi-year home visiting programs.
- Some children served were not able to participate longer than one year because of their age at enrollment and the age eligibility for the program. For example, if a child enters a program at 2 years of age, and the program ends at age 3, 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 school as middle and 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. To the extent possible, we plan to work with these programs to move toward that participation goal for children served.
- The data are based on 6 programs that serve mainly low-income families.

Participation Data: Early Exits

- Data collected to capture an “early exit” rate for programs.
- Early exit rate refers to the percentage of participants that enroll in programs but exit relatively quickly, often due to circumstances outside the participants’ or the programs’ control.



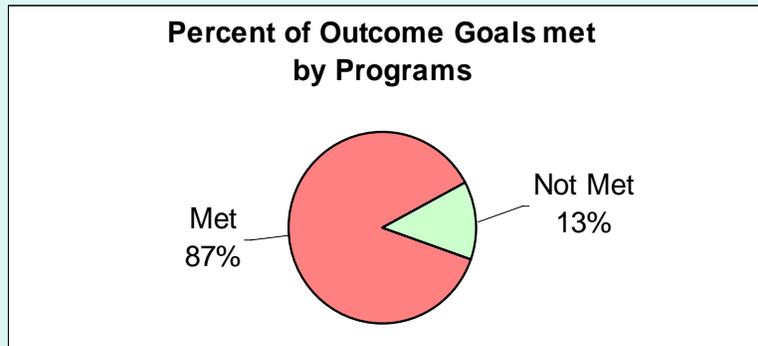
Key Point: The vast majority of children served by levy programs are not exiting programs early before we would expect them to derive any benefit from the program. This figure also serves as a baseline for future measurement.

Additional Information/Analysis

- Participants exit programs early due to a variety of factors including moving out of the service area of the program, job or living situation changes, scheduling conflicts, program lost contact, parent lost custody of child, and declined services.
- Early exit rates by program area were between 10% and 14%.
- Early exit rate data was collected on nearly all after-school and mentoring programs.
- Early exit data was not collected as uniformly as would be optimal for early childhood, child abuse and foster care programs, but staff and grantees are working toward a more uniform system for next year.
- 11.4% of children served exited early in 09/10.

Grantee Outcome Goals

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



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 results 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.
- 87% of outcome goals were met by grantees in 09/10.

Technical Assistance Includes:

- 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.

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 and those clients who met a participation threshold.

Key Point: The data reported in the section is 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 is 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.

•Percentages in following slides are **not** based on all 15,541 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.

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

Outcome Goal Areas:

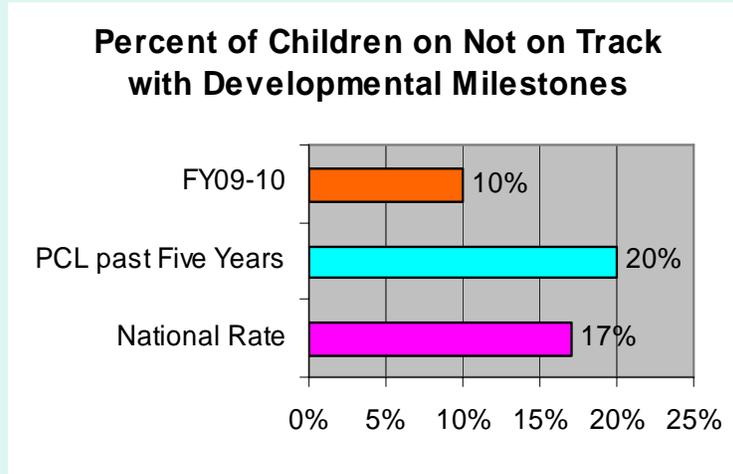
After-School and Mentoring

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

These are the outcomes included in this report.

Child Development: Early Childhood

- 90% of children were on track with developmental milestones; 10% were not on track.



Key Point: Children appear to be doing very well developmentally, however this year's data differs from the past years' trend and from national rates. It is not clear from the data what is causing the difference.

Additional Information/Analysis

- For the past five years in Levy-funded programs, the percentage of children on track/not on track to meet developmental milestones was 80%/20% respectively. This year's data are 90%/10%.
- Past years data were based on a combination of Early Childhood and Child Abuse program data, but this year's are based on Early Childhood programs only. A test run of combined EC/CA data from this year show a 87%/13% ratio, which still differs from past years and national trends.
- CDC data indicates approximately 17% of children nationally have a developmental delay. Our programs' developmental screenings are meant to catch developmental issues early. Past years' data show that programs kept up with the national rate of delay among children.
- It is unclear from our data why children appear more "on track" developmentally this year. Possible explanations include: screening tool has weaknesses, errors in how programs used the screening tools, or programs generally served more typical developing children than in past years.
- While we cannot be sure of the answer, we can work with programs to assure adequate staff training on using the screening tool and to engage and retain families that most need of early childhood developmental services.
- Two findings from this year are consistent with past trends: 100% 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 610 children that completed at least 6 months of services and 2 screenings. $550/610 = 90\%$ on track with developmental milestones. Data were reported by 9 grantees.

Child Health: Early Childhood

- 96% of children eligible for health screenings were screened for health and wellness needs.
- 95% of children screened for immunizations were up to date.

Key Point: Programs were successful with screening children's health and assuring completion of immunizations. Health screenings monitor children's physical wellbeing, which directly affects the ability to learn. Immunizations are required for public school enrollment, so assuring children complete them is a key element of school readiness.

Additional Information/Analysis

•Child health screenings typically include: height, weight, vision, hearing, and immediate medical needs. Some also check dental health and nutrition.

Data Details:

•536/561= 96% children screened for health needs.

•103 children with identified health needs were referred to additional services. 394/414= 95% children up to date with immunizations.

•Screening results based on data from 9 grantees; immunization results reported by 7 grantees.

Child Early Literacy

- 93% of children recognized new letters, shapes, colors and numbers.
- 83% of parents/caregivers read together with their children at least 3 times per week.
- 74% of parents/caregivers increased their use of five research-based, read-aloud strategies for early brain development.

Key Point: Children and families in early literacy programs showed very positive outcomes.

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.
- One early literacy program funded by the Levy provides weekly book bags, with rotating book supply, to over 3,000 low-income children at 100's of childcare, preschool, Head Start and home visiting sites around the city including four Levy grantees.

Data Details:

- 3265/3035= 93% of children recognizing new letters, shapes, colors and numbers. Data reported by 2 programs.
- A representative sample of 443 parents/caregivers were surveyed for the program serving over 3,000. In that sample: 368/443 reported reading together at least 3 times per week; and 328/443 reported increasing their use of research-based read-aloud strategies. Data reported by 1 program.

Parenting and Family Functioning: Early Childhood

- 81% of parents increased appropriate parenting practices.
- 85% of parents increased knowledge of ways to manage child behavior.
- 96% of parents increased and demonstrated appropriate parent-child interactions.

Key Point: Parents are doing well on outcomes that are linked to their children's school readiness and to prevention of harm to young children.

Additional Information/Analysis

•The three outcomes reported 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.

Data Details

- 79/87=81% parents increased appropriate parenting practices; 2 programs reporting.
- 68/80 parents= 85% increased knowledge of ways to manage child behavior; 3 programs reporting).
- 173/181= 96% parents demonstrated appropriate parent-child interaction; 4 programs reporting.
- Over 600 parents participated in parenting classes or home visiting services. Participation thresholds for parenting outcomes included: attending 50% or more of parenting classes; or completing at least 6 months of home visiting services. These data collected from 7 grantees.

Child Development: Child Abuse

- 78% of children screened met developmental milestones; 22% were not on track.
- 89% of children were on track in development of social/emotional skills.
- 100% of children with developmental concerns received and/or were referred to additional services.

Key Point: 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

•216 children were screened at least twice per year for their progress in meeting developmental milestones (domains: gross motor, fine motor, communication, problem-solving, and social/emotional). Over 432 developmental screenings were performed.

•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, it is not surprising that the percentage of children identified to have developmental concerns is higher than the national rates.

Data Details

- Meet developmental milestones: $168/216 = 78\%$; 4 programs
- Meet social/emotional milestones: $193/216 = 89\%$; 4 programs
- Referred/additional services: $48/48 = 100\%$; 4 programs

Parenting and Family Functioning: Child Abuse

- 76% of parents increased social supports.
- 74% of parents increased appropriate parenting practices.
- 87% of parents demonstrated appropriate parent-child interactions.
- 93% of parents increased their knowledge of the effects of domestic violence on children.

Key Point: The quality of parenting is an important indicator of child safety and well-being. A majority of program participants strengthened their parenting skills.

Additional Information/Analysis

•Over 383 parents participated in home visiting services and/or parenting classes or groups. For most home visiting services, parents participated for at least six months. For parenting classes, parents attended over 65% of sessions, with the longest parenting class offering 24 classes per session.

Data Details

- Social supports: 90/118 = 76%; 3 programs reporting.
- Appropriate parenting practices: 107/144 = 74%; 3 programs reporting.
- Appropriate parent child interactions: 152/174 = 87%; 5 programs reporting.
- Knowledge of effects of domestic violence on children: 86/92= 93%; 4 programs.

Child Stability and Welfare: Child Abuse

- 96% of families who were referred to the child abuse hotline for suspected abuse or neglect were not re-reported within 180 days of completing services.
- 47% of homeless youth transitioned to living off of the streets.
- 100% of children and families affected by domestic violence have a safety plan.

Key Point: Program participants demonstrated positive outcomes in key areas linked to child stability and welfare.

Additional Information/Analysis

•The percentage of families who were not re-reported to the hotline within 180 days of completing services is higher than last year (96% vs. 91%). However, significantly fewer families were reported this year as compared to last. This is likely due to the timing of exits and number of families that fell into the group of 180 days post exit.

•For most outcomes, we tend to expect a majority of participants will achieve the intended outcome. However, in the case of homeless youth transitioning off of the streets, having almost 50% meet this outcome is a remarkable achievement because this population is high risk and making significant change is especially difficult.

Data Details

•Re-reported to Child Abuse Hotline: $26/27 = 96\%$; 1 program reporting.

•Homeless youth transitioned to living off of the streets: $21/45 = 47\%$; 1 program reporting.

•Safety plans in place: $158/158 = 100\%$; 4 programs reporting.

After-School and Mentoring Program Data

Data comes from two sources this year:

- **School districts**: Multnomah Education Service District data coordinator was able to provide data on PCL program participants in all 5 school districts in the city.
- **Grantees**: all after-school and mentoring program grantees selected outcomes from a common list

Additional Information/Analysis

- In the past, many of the data variables were reported only by Portland Public. This year, because of the creation of the data coordinator position at the MESD, all five school districts with school in the City of Portland reported data on all of the variables discussed in this report. While this is a great development, it means that we have not analyzed the data variables provided by the districts over time because we would be comparing apples to oranges.
- Most grantees were able to report some outcome data this first year.
- In some cases, various problems led to no or unusable data reported at the end of the contract year.

School Attendance and Behavior

- 81% of program participants attended school at least 90% of school days.
- 64% of program participants with behavior referrals for suspension or expulsion in 08/09 had no such referrals in 09/10.

Key Point: After-school and mentoring program participants show good school attendance considering the risk level served (82% 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.

Data Details

- Attendance outcome: $3239/4007 = 81\%$; 31 programs reporting.
- Behavior Outcome: $258/405 = 64\%$; 31 programs reporting.

Academic Achievement: Percentage of Students Meeting State Standards in Reading and Math

Subject	PCL Participants	Combined Districts %
Reading/Lit	65%	78%
Math	64%	73.5%

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.

Data Details

- Meet/Exceed Reading Standards: 1742/2689 = 65%; 30 programs reporting.
- Meet/Exceed Math Standards: 1775/2756 – 64%; 30 programs reporting.

Academic Achievement: Percentage of Students Moving to a Higher Performance Category

- **30%** of program participants who did not meet benchmarks in reading in 08/09 moved to a higher performance category in 09/10.
- **38%** of program participants who did not meet benchmarks in math in 08/09 moved to a higher performance category in 09.10.

Key Point: Significant percentages of youth served in Levy programs are improving reading and math performance even though they may not yet meet benchmarks.

Additional Information/Analysis

Performance categories were as follows:

- very low
- low
- nearly meets
- meets
- Exceeds

Data Details

- Reading Outcome: $252/835 = 30\%$; 30 programs reporting.
- Math Outcome: $342/905 = 38\%$; 30 programs reporting.

Outcomes Measured by After-School and Mentoring Program Grantees

- 74% of participants increased self-confidence.
- 77% of participants increased positive social behaviors.
- 81% of participants improved their attitude toward or connection to school.
- 75% 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: $1347/1819 = 74\%$; 14 programs reporting.
- Increased positive social behaviors: $1071/1394 = 77\%$; 13 programs reporting.
- Improved attitude toward or connection to school: $1469/1816 = 81\%$; 12 programs reporting.
- Regular or improved homework completion: $607/807 = 75\%$; 8 programs reporting, 7 of which were after-school programs.

Foster Care: Initial Successes

- Nine foster care programs implemented.
- 545 children/youth in foster care served.
- Foster care programs served a high percentage of Native American and African American/African youth.
- Coordination with DHS.

Key Point: Outcome data for the foster care program area is not included due to delay in program start-up in this first year of implementation.

Additional Information

- Outcome data were too limited to report because many participants enrolled in programs later in the service year and did not yet meet the established participation threshold for outcome measurement.
- To be eligible for services through the Levy foster care program, a child/youth, aged 0-24, needs to be in foster care (DHS sub-care) or aged out of foster care at the time of program enrollment. DHS verifies foster care status of each program participant.

Coordination with DHS

- A key success in this first year of implementation was building relationships with DHS at both the district and branch office level so that services could be delivered to this population.
- At the DHS district level, the following coordination efforts occurred: 1) created a universal referral form for DHS caseworkers to use to make referrals to Levy funded foster care programs; 2) developed process of verifying program eligibility; 3) helped connect Levy programs with branch offices; 4) provided guidance in overcoming challenges.
- At the DHS Branch office level, relationships were built through the following activities: 1) presentations to DHS branch staff regarding services available; 2) clarification regarding appropriate referrals; and 3) working through concerns related to individual cases.

Foster Care: Initial Challenges

- Delay in receiving appropriate referrals.
- Level of coordination required for each child served.
- Programs found that the level of support foster parents need is more than anticipated.

Key Point: Due to the complicated nature of the lives of children in foster care, implementing and delivering services to this population takes a tremendous amount of coordination.

Referral Challenges:

- Focused outreach by foster care programs to DHS caseworkers/branch offices was necessary to begin the flow of referrals.
- Incomplete information on referrals; time consuming to track down information.

Coordination Challenges:

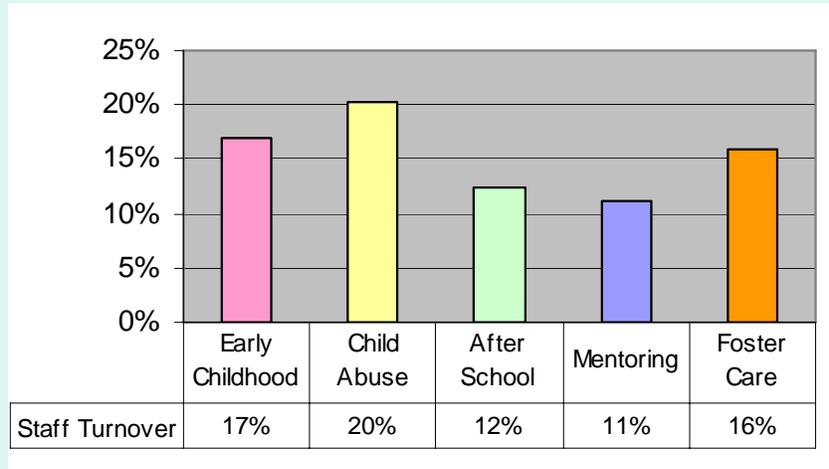
- In order to serve children in foster care, programs need to coordinate with DHS, biological parents and foster parents. This level of coordination requires a great deal of time and effort.

Foster Family Challenges:

- The logistics of having foster and biological children in multiple programs becomes overwhelming for some foster parents.
- Many foster families experience multiple stresses and have minimal supports.

Staff Turnover

- Across all program areas, 14% of staff positions paid by Levy funds turned over during FY09-10.



Key Point: This is baseline data since the Levy has not systematically collected and analyzed this information in the past. Staff is not surprised that turnover was highest in the child abuse program area due to the challenges faced by the population served.