

# Oregon Community Summer Grant Report

December 2022



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## Executive Summary

In early April 2022, the Oregon Legislature allocated \$50 million for community-based organizations to provide summer learning opportunities, administered through the Oregon Community Summer Grants (OCSG) Initiative by Oregon Association of Education Service Districts (OAESD). As part of the initiative, Region 16 Comprehensive Center on behalf of Oregon Department of Education and in partnership with OAESD hired OregonASK to support reporting on the OCSG Initiative.

This report explores the impact of OCSG funds, seeking to highlight the lived experiences from the initiative, summarize the impact of grant dollars, discuss challenges and barriers in the OCSG process, and present recommendations for the future. All findings contained in this report are drawn directly from the required grant reporting form and through feedback from grantees.

Impacts from the OCSG Initiative were meaningful and widespread. Grant funds enabled community-based organizations to offer 6,133 individual summer program opportunities, reaching into every county and serving nearly 240,000 youth. These programs gave youth access to enrichment activities and new experiences, helped them build skills in career development and social emotional learning, reduced food insecurity, and supported academic learning. These impacts echo proven outcomes from research on summer learning programs, demonstrating that OCSG funds enabled community-based organizations to provide evidence-based summer learning programs that help equip youth for their journey to becoming thriving adults. OCSG funds also created tangible benefits for the families of youth who attended summer programs. Grant funds made summer programs more accessible to families by removing barriers like transportation, cost, and language, and some programs also provided resources directly, such as family classes or enrichment activities.

For the community-based organizations that received OCSG funds, the impact was often transformational. Grantees were able to hire more staff, provide job opportunities and internships to young people, increase wages and benefits, recruit new youth and families to participate in programming (often expanding to previously unserved populations), develop and offer new types of programming, open new program locations, provide transportation, purchase supplies, and invest in capacity building that will benefit future years. OCSG funds also helped community-based organizations serve more members of priority populations, and to develop more effective practices to reach and engage priority populations, and to ultimately better serve their communities.

Successes did not come without challenges, and OCSG grantees mentioned three consistent obstacles with nearly identical frequency: outreach and recruitment of

participants, finding and hiring staff, and the grant process itself. Although grantees reported overall positive experiences with the OCSG process, the insurance requirements caused confusion and stress for grantees, and ultimately created equity and accessibility barriers. The short timeline on which grants were opened, approved, and funded created unintended consequences that ultimately undermined critical aspects of the OCSG Initiative by creating hardships for grantees, families, and communities. Grantees rose above and created extensive, meaningful opportunities for youth despite the challenges; nevertheless, such an abbreviated timeline is untenable long-term.

Based on the findings of this report, recommendations for the future include:

- Provide consistent, sustainable funding for similar initiatives in future years, and ensure that any future grant funds are available earlier in the year
- Create formalized grant processes that include streamlined systems for applications, communications, and reporting
- Ease the burden of insurance requirements for community-based organizations
- Provide support and resources to build capacity and quality in community-based organizations

## Introduction

In early April 2022, the Oregon Legislature allocated a second year of funding totaling \$50 million (an increase from \$40 million in 2021) for community-based organizations to provide summer learning opportunities. The Oregon Association of Education Service Districts (OAESD) administered the funds through the Oregon Community Summer Grants (OCSG) Initiative, in partnership with regional Education Service Districts (ESDs). Applications for grants opened on April 20. Award notifications were paused in mid-May to review and clarify insurance requirements and resumed on June 6. OAESD collected applications and distributed them to ESDs to review and make award determinations in their respective regions. The earliest award notifications were announced in mid-June and continued through mid-July.

Clackamas ESD (fiscal sponsor for OAESD) issued contracts to awardees and distributed 90% of grant awards throughout July and August. A required report form opened on September 13, but was replaced on September 26 by a second form that included changes to several demographic questions and an additional budget report section. All grantees, including those who completed the initial report form, were required to complete and submit the second report form by October 15. After successfully completing the grant reporting form, grantees received their final payment, accounting for up to 10% of their total award, with disbursement beginning in late November. Final payments were based

on the amount that reported expenditures exceeded a grantee's initial 90% disbursement, up to the full award amount.

The aim of the OCSG Initiative is to address the opportunity gap in K–12 education by reducing socioeconomic, geographic, and racial inequities in youth success. Grant priorities include building mutually strengthening partnerships between community organizations and education entities to close the gap for youths who are underserved by our social systems. The 2022 RFP included a focus on increasing community supports to elevate youths who have long been underserved by our public education system: families or youths of color and tribal/Indigenous youths; families or youths impacted by disabilities; families or youths who are emerging bilinguals; families or youths navigating poverty, homelessness or foster care; families or youth in rural areas; and other local demographic groups who may be underserved. In particular, grantees were encouraged to cultivate a sense of belonging, offer social and emotional programming and academic support, provide mentorship, and focus on family needs. More details are available in the [RFP](#).

This report demonstrates the reach and impact of the OCSG Initiative, explores challenges and barriers encountered throughout the process, and makes recommendations for the future. All findings contained in this report are drawn directly from the required grant reporting form and through feedback from grantees. Feedback from youth and unsuccessful applicants are also included in certain instances. A fuller description of data sources and methods can be found in the appendix to this report.

## Funding and Spending

The OCSG Initiative awarded 377 grants to 364 community-based organizations, totaling \$47,671,717.33 in awarded funds. There were 98 unsuccessful applications for funding. Figure 1 shows the average and median amounts requested and awarded, as well as totals for each category.

**Figure 1: Successful, Unsuccessful, and Total Application Amounts**

<b>Successful applications</b>			
	<b>Total</b>	<b>Average</b>	<b>Median</b>
Total funds requested	\$49,048,417.55	\$130,101.90	\$87,179.00
Total funds awarded	\$47,671,717.55	\$126,786.48	\$90,000.00
Number of applications	377		
<b>Unsuccessful applications</b>			
	<b>Total</b>	<b>Average</b>	<b>Median</b>
Total funds requested	\$9,652,956.00	\$98,499.55	\$75,000.00
Total funds awarded	-	-	-
Number of applications	98		
<b>Totals</b>			
	<b>Total</b>	<b>Average</b>	<b>Median</b>
Total funds requested	\$58,701,373.55	\$123,581.84	\$90,000.00
Total funds awarded	\$47,671,717.55	\$126,786.48	\$90,000.00
Number of applications	475		

[Image Description of Figure 1: Successful, Unsuccessful, and Total](#) Application Amounts

Grant funds were awarded across the state and reached every county. While Lake, Sherman, and Wheeler counties were not home to a funded organization, many funded organizations provided services beyond their home county and every county was served by at least one grant award. Figure 2 shows successful and unsuccessful grant awards by county, including home county and county served. Figure 3 shows grant dollars per capita (based on school-age population), per county.

**Figure 2: Grant Awards by County**

	Total number of applications (home county)			Total number of applications (county served)			Total number of applications (home county)			Total number of applications (county served)	
	Successful	Unsuccessful	Success Rate	Successful	Unsuccessful		Successful	Unsuccessful	Success Rate	Successful	Unsuccessful
Baker	3	0	100%	10	1	Lake	0	1	0%	6	0
Benton	18	1	95%	33	1	Lane	43	5	90%	58	8
Clackamas	22	8	73%	58	18	Lincoln	6	1	86%	19	1
Clatsop	3	1	75%	13	1	Linn	13	2	87%	28	2
Columbia	2	0	100%	16	1	Malheur	7	3	70%	16	3
Coos	8	2	80%	17	2	Marion	22	5	81%	39	6
Crook	2	0	100%	19	2	Morrow	1	0	100%	10	2
Curry	1	1	50%	10	1	Multnomah	96	32	75%	114	36
Deschutes	24	4	86%	39	6	Polk	5	0	100%	27	0
Douglas	12	1	92%	24	2	Sherman	0	0	-	7	0
Gilliam	2	0	100%	8	1	Tillamook	6	2	75%	20	3
Grant	6	1	86%	10	2	Umatilla	5	2	71%	10	3
Harney	2	0	100%	9	0	Union	5	1	83%	12	2
Hood River	6	0	100%	16	3	Wallowa	4	0	100%	9	1
Jackson	17	2	89%	29	3	Wasco	1	2	33%	14	4
Jefferson	5	3	63%	26	5	Washington	16	13	55%	64	22
Josephine	6	0	100%	18	1	Wheeler	0	0	-	5	2
Klamath	6	3	67%	21	5	Yamhill	2	2	50%	21	3

Image Description of [Figure 2: Grant Awards by County](#)

**Figure 3: Grant Dollars per Capita.**

	School age population	Grant dollars per capita (home county)		School age population	Grant dollars per capita (home county)	
Baker	2,746	\$46.89		Lake	1,353	\$0.00
Benton	17,371	\$90.18		Lane	62,677	\$77.74
Clackamas	77,126	\$29.75		Lincoln	6,950	\$103.05
Clatsop	6,623	\$58.13		Linn	23,464	\$56.57
Columbia	9,039	\$19.03		Malheur	6,545	\$104.76
Coos	9,821	\$109.63		Marion	69,605	\$46.43
Crook	4,034	\$23.23		Morrow	2,908	\$54.12
Curry	2,722	\$7.35		Multnomah	122,947	\$129.27
Deschutes	34,463	\$76.24		Polk	18,006	\$33.74
Douglas	17,752	\$83.20		Sherman	283	\$0.00
Gilliam	354	\$358.81		Tillamook	4,217	\$99.62
Grant	1,068	\$734.46		Umatilla	16,794	\$35.01
Harney	1,336	\$56.90		Union	5,256	\$68.45
Hood River	4,692	\$55.64		Wallowa	1,146	\$358.49
Jackson	37,926	\$56.73		Wasco	4,607	\$11.80
Jefferson	4,649	\$127.47		Washington	111,149	\$24.60
Josephine	13,537	\$79.01		Wheeler	178	\$0.00
Klamath	12,518	\$48.74		Yamhill	20,395	\$4.85

Image Description of [Figure 3: Grant Dollars per Capita](#)

School-age population is ages 5-19 years. Population counts prepared by the [Population Research Center at Portland State University, April 2022.](#)

Grantees were required to report their spending in five broad categories: personnel costs, materials and supplies, third party contracts, purchasing additional insurance, and other costs. Budget reports from grantees account for 98.9% of all awarded funding, excluding excess funds from grantees who reported spending totals higher than their initial grant award. Figure 4 summarizes reported spending, including total amount spent per category, and average and median amounts spent per grantee.

**Figure 4: Budget Data Table**

	Total Amount	% of Total Spending	Average Amount per Grantee	Median Amount per Grantee
<b>Personnel costs</b>	\$23,793,660.59	50%	\$65,367.20	\$42,550.50
<b>Materials and supplies</b>	\$9,688,875.74	20%	\$26,617.79	\$12,000.00
<b>Third party contracts</b>	\$5,830,394.81	12%	\$16,061.69	\$3,387.00
<b>Additional insurance</b>	\$904,682.72	2%	\$2,499.12	\$700.00
<b>Other costs</b>	\$7,172,504.47	15%	\$19,758.97	\$8,000.00

[Image Description of Figure 4: Budget Data](#)

### Impact

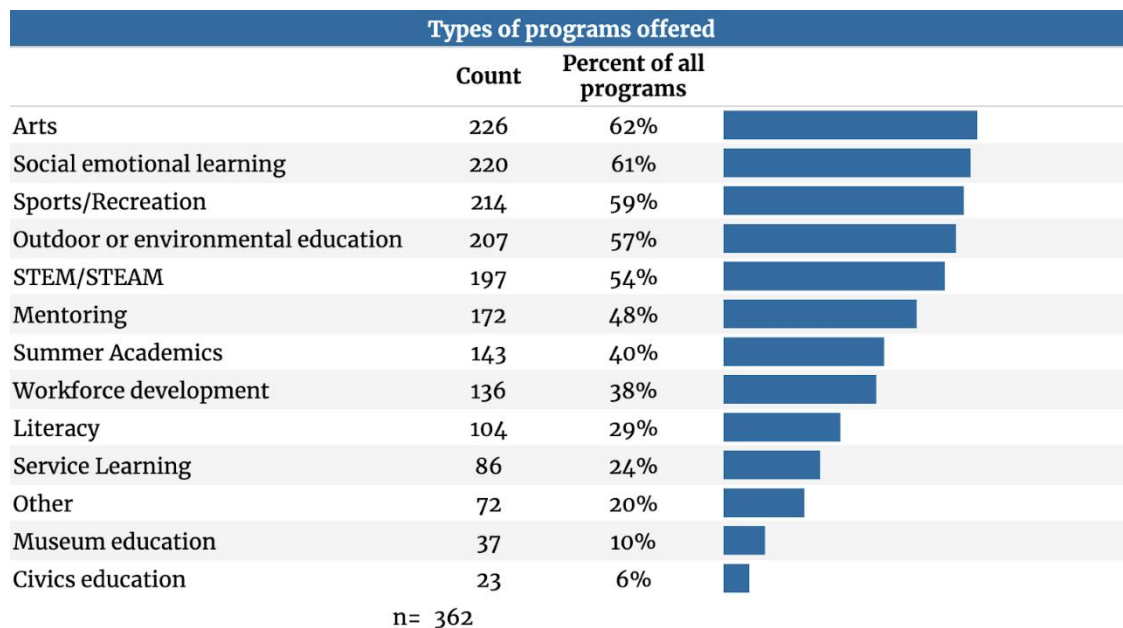
Oregon Community Summer Grants had immense impact in communities all across the state. Most directly, these funds created widespread opportunities and resources for Oregon’s youth and families. OCSG funds also created benefits for Oregon’s network of community-based summer programs and the summer learning workforce. Impacts on youth and families are summarized in the section below, followed by brief discussion of impacts on community-based organizations and the staff they employ.

#### Youth & Families

Across all feedback platforms, benefits for youth was the most commonly cited impact of OCSG funds. Grant funds enabled community-based organizations to offer 6,133 individual summer program opportunities to youth throughout the state (the median number of programs offered per grantee was 5). These programs offered a variety of content, encompassing everything from workforce development to social emotional learning to outdoor education. The most commonly offered activities are summarized in Figure 5.



**Figure 5: Types of Programs Offered**



[Long description of Figure 5: Types of Programs Offered](#)

*“Youth were successfully trained in agricultural science, farm safety, cooking, and customer service. They gained experience transplanting, fertilizing, weeding, and harvesting crops, cooking meals using farm-fresh, local foods, and distributing food to local community members. In addition, youth were provided the opportunity to practice public speaking by planning and presenting workshops for their peers on topics of their choosing.”*

Grantees offered these diverse programs opportunities at both length and scale. More than half (54%) of grantees offered summer learning programming for 10 or more weeks throughout the summer, and most offered content for 4-5 days per week, for an average of 28 hours per week. A total of 272,568 youth enrolled in grant-funded summer programs, and grantees reported a median attendance rate of 98%.

Decades of research on afterschool and summer programs has shown that time and duration (alongside program quality) are fundamental to youth impact, so it is no surprise that OCSG-funded programs had tremendous impact on the youth that attended them. Grantees most frequently reported that benefits for youth included access to enrichment activities, exposure to new experiences, and career skill building opportunities. Social emotional learning was a particular strength of summer programs. Many grantees noted that youth displayed delays in social and emotional skills (often attributed to social isolation and pandemic restrictions), and that summer programs were especially

successful in building these skills back up. For instance, one grantee noted that, “Being able to attend camp was a great support for the students experiencing various impacts of adverse experiences. We saw students who had outbursts, meltdowns, and running behaviors on day one and who were able to be part of a community of peers and successfully navigate frustrations after several weeks of camp. We saw students who were strongly resistant to healthy academic risk-taking learn to design, build, and test their own creations. Students learned new skills, including using tools, coding, map making, chemistry safety practices, identifying plants and animals, and executive function skills, as well as interacting with their peers and making new friends.” Other benefits for youth included support for academic learning and reductions in food insecurity through access to healthy food and nutrition education.

Comments from youth themselves bear out these benefits. In asynchronously provided feedback, youth said the best things about their summer camps included having fun, trying new activities, and hanging out with or making new friends. Many youth also mentioned that they learned new skills and were excited for how those skills would help them in the future. Others mentioned that summer programs were a welcoming and supportive environment where they felt they belonged. Some youth articulated that these kinds of opportunities were new for them, and appreciated their availability. As one youth participant noted, “I was able to participate in camps that haven't been available before and my family didn't have to pay for it. I haven't had those opportunities before.”

***“It was how well people treated me. I was an important part of the group. It was important to me because I could be myself and have fun like everyone else.”***

These impacts echo proven outcomes from summer learning programs. High quality summer programs have been shown to improve student learning by promoting positive cognitive, social, emotional, and skill development, as well as promoting safety and physical and mental health (National Academies of Sciences, Engineering, and Medicine. 2019, Peterson & Vandell, 2021). Even more, summer programs like these support the whole child education model, which prioritizes the full scope of a child’s developmental needs—social, emotional, cognitive, physical, psychological, and academic—to ensure that all children are able to reach their full potential. Feedback from focus groups, reporting forms, and from youth themselves are a testament to how the OCSG Initiative enabled community organizations to provide evidence-based summer learning programs that help equip youth for their journey to becoming thriving adults.

## In Their Voices: Quotes from summer program providers and youth who attended programs



*“I had a lot of fun and got to try new things. It helps me relax and feel more confident.”*

*“I liked the puppets and painting and I had fun making new friends and getting better at art, thank you. I think it’s important that you know I enjoyed being there and the staff were very kind. I appreciate the warm welcome and kind hearts.”*

*“I learned how to program on the computer, which was a great experience since I had never done it before. I think it’s important because by learning how to program I expanded my options for [what] I want to do in the future.”*

*“I get to perform and sing, learn new songs and dances, stage lingo, and meet new friends. Everyone should feel important and talented.”*

*“Our biggest success was creating such a diversity of multilingual youth art programming that engaged kids in many art mediums, multicultural learning opportunities, and opportunities to improve their communication skills and self-knowing and confidence.”*

*“We were able to open the digital media camps to a great number of students of color, who are below the poverty level because the camps were free. All of those students are now in my high school program and are taking on leadership roles, all because of their exposure to new technology learned in the camps during the summer and their increase in self confidence.”*

*“This was a new initiative and provided youth with Type 1 diabetes the opportunity to experience camp. For most of the participants, this was the first time they were able to do so. Youth also invited a peer without diabetes to participate, creating a deeper understanding among non-diabetic youth what the lived experiences are like for someone with a chronic disease.”*

*“We engaged 84 youth on IEP & 504 Learning Plans into a workforce development program that taught Pre-ETS skills and then successfully employed all youth into various programs.”*



*“Our middle and high school-age students participated in [our] Institute of Purpose Conference at the Intel Campus. During this three-day conference, 149 students had the opportunity to develop their individual and collective skills and creativity to build toward the future with innovation. Through hands-on instruction and active participation, the students learned about mental health and wellness, learned how to take apart and rebuild computers, and learned some of the entrepreneurship skills needed to launch a business.”*

*“Our greatest success was that 14 low-income predominantly BIPOC youth received fun, hands-on experience in the skilled construction trades. The youth built an enclosed, six-sided gazebo with their own design elements. They operated welding equipment, built a brick wall, designed their own tile setting project, fabricated metal boxes, learned CPR and first aid, practiced reading plans, and built a solar charger for their phones or other devices.... And they had fun!”*

*“Our biggest success was being able to provide teens with a free 13 week Haunt Camp, a Hollywood set design and costume fabrication workshop culminating in a full scale Haunted House for the community. Students are learning through a collaborative process and gaining familiarity with techniques, methods and materials used [in] the Hollywood industry. Living in a rural area limits access to these types of learning experiences, but the instructor (a Hollywood costume and set fabricator) has a passion for teaching and sharing her skills as a potential pathway for future careers.”*

*“These youth, who have stresses many of us cannot relate to, were able to spend their time in the river playing, learning, and relaxing. One young man explained that the river made him leave his anxieties and troubles behind and just enjoy the peaceful surroundings. Few things in my career have seemed like a success as great as that one conversation.”*

*“Our biggest success was the fact that we were able to reach kids and families that would otherwise be left out. We were able to bring culturally specific summer programs to hundreds of kids: sports, music, cooking, reading and so much more. We also provided culturally specific food and just the feeling of knowing that they were fed during the off school season made it worth it.”*

*“We enrolled 158 students in our target demographic of McKinney-Vento/Title 1 students, and 127 of those students completed our 7-week program. We enrolled a diverse population and provided students a strong academic curriculum that incorporated numerous strategies and techniques that result in meaningful learning. We received very positive feedback from students and families.”*

*“We were able to help a number of families who recently came to the United States from the Middle East and whose children did not know English incorporate into the community and become ready for school this year. The grant enabled us to hire the bilingual staff we needed.”*

*“One of the special things about this summer was employing youth alumni from last summer as crew leaders, with more responsibility....Just to see where they are about a year out from our initial work with them. One student, we met him while he was in his first stint in the juvenile justice system, and we hired him as he was transitioning out of his second stint in the juvenile justice system, and now he’s on probation, working with us part time and applying to trade school.”*

*“We can confidently say that 90% of our students had a self efficacy change from day 1 to day 20 of our program, meaning that they all identified that their sense of self had grown tremendously over the course of the program.”*



### ***Benefits for Families***

OCSGs also created tangible benefits for the families of youth who attended summer programs. Grant funds made summer programs more accessible to families by removing barriers like transportation, cost, and language, and some programs also provided resources directly, such as family classes or enrichment activities. In particular, summer programs that were available at low-cost or for free through grant-funded scholarships had a profound impact. As one grantee noted, “We had families that were truly ecstatic because of the financial burden that this alleviated for them and their families for summer camp services. One grandmother raising her two grandkids had come in with her first payment for camp and when she was told she was going to receive a scholarship thanks to this grant, she began weeping with joy. She said she was worried she couldn't make her rent payment but knew how important the [program] was for her grandkids.”

OCSG-funded summer learning programs also filled a crucial child care need for working families this summer. “Families are working 15, 16, 17 hour days during the summer,” one

grantee said, “so the lack of childcare is also a critical issue. But just being able to give families some support, and give them some reassurance that their children will be safe, and they will be in an environment where we care about their development across the board, whether it’s academic or social emotional development.”

*“Thirty-two parents built relationships and had classes about mental health, strengthening families, and parenting younger children. Forty-seven youth joined their parents in Strengthening Families and built a closer relationship with their parents.”*

*“Without these summer programs, there is nothing for these kids. The parents and guardians, kids in foster care, this is the only thing they have to keep these kids out of mischief and trouble— all the things that can go wrong in a kid's life when they’re footloose and fancy free in the summer. We also serve a large undocumented population...there’s a lot of risk to these kids. Having these kids in a program, the parents can’t thank us enough for what we’re doing.”*

### **Priority Populations Reached**

A particular priority of the OCSG Initiative was to ensure that grant-funded programs increase community supports for youth who have long been underserved by our public education system, including families or youths of color and tribal/Indigenous youths; families or youths impacted by disabilities; families or youths who are emerging bilinguals; families or youths navigating poverty, homelessness or foster care; families or youth in rural areas; and other local demographic groups who may be underserved. Reporting data and focus group findings demonstrate that grantees were overwhelmingly successful in serving the intended populations. OCSG funds helped community-based organizations not only serve more members of priority populations, but to develop more effective practices to reach and engage priority populations, and to ultimately better serve their communities. Grantees were able to purchase supplies, hire additional staff, and adapt programs to be more inclusive. One grantee noted, “We were able to make our building more neurodiverse friendly by updating lighting, soundproofing, etc.” Scholarships and transportation services helped remove barriers for low-income youth. Grantees also offered bilingual materials, hired translators, opened rural locations, and partnered with other community-based organizations. According to one grantee, they “were able to hire a LatinX licensed clinical social worker for our LatinX residential camp, and for our native American camp we were able to hire an indigenous clinical psychologist. They provided more training for our staff and counselors, but also they provided a safe space for students with somebody who is familiar with the challenges of that particular community.”

One grantee said, “The funding this year was incredible...the impact that it had was really transformational for our programs and for our participants. Just the ability to say, when our Native American camp staff came to us and said ‘we would really like to make hand drums, and we’ve got somebody who is an expert in this, but we know the hides are so expensive.’ To be able to say yes, go buy them...Just to be able to say yes to things that are most impactful and center what’s best for the students without worrying how we’re going to pay for it.” Another grantee noted that they were “really pleased with the variety and quality of the programming we were able to provide because of this grant, especially to our most underserved and underrepresented students. The opportunity to serve students with disabilities elevated our staff's understanding of diverse instructional strategies and increased our ability to better serve our community.”

Grantees most commonly mentioned serving BIPOC and tribal/indigenous youth, rural youth, youth experiencing disabilities, and youth navigating poverty, homelessness, or foster care. Other groups served included youth impacted by the juvenile justice system and LGBTQIA2S+ youth. Figures 6, 7, and 8 show the number of programs that exclusively served youth experiencing disabilities, programs with accommodations to serve youth experiencing disabilities, and programs that served other priority populations. Figures 9–12 show demographic data of the youth served with OCSG funds.

**Figure 6: Programs Exclusively Serving Youth Experiencing Disabilities**

Programs EXCLUSIVELY serving youth experiencing disabilities	
Total number of programs	209
% of total overall programs	3%
Number of organizations w/ at least 1 program	64
% of organizations w/ at least 1 program	18%

n= 362

[Long description of Figure 6: Programs Exclusively Serving Youth Experiencing Disabilities](#)

**Figure 7: Programs with Accommodations to Serve Youth Experiencing Disabilities**

Programs w/ accommodations to serve youth experiencing disabilities	
Total number of programs	4,776
% of total overall programs	78%
Number of organizations w/ at least 1 program	318
% of organizations w/ at least 1 program	88%

n= 361

[Long description of Figure 7: Programs with Accommodations to Serve Youth Experiencing Disabilities](#)

**Figure 8: Organizations with Programs that Exclusively Served Priority Populations**

Organizations with programs that EXCLUSIVELY served priority populations		
	Count	Percent of all orgs
Families or youths of color and tribal/Indigenous youths	112	31%
Families or youths impacted by disabilities	68	19%
Families or youths who are emerging bilinguals	83	23%
Families or youths navigating poverty, homelessness or foster care	124	34%
Families or youth in rural areas	126	35%
Other local demographic groups who may be underserved in your region	90	25%
None of our programs served priority populations EXCLUSIVELY	114	31%
Not sure	7	2%

[Long description of Figure 8: Organizations with Programs that Exclusively Served Priority Populations](#)

Note on demographic data: A portion of grantees reported estimated or incomplete demographic data. All demographic data reports were incorporated to the extent possible, but data quality may be a concern. Please see the section Grant Processes below for a fuller discussion.

*“We were able to utilize the funding to reach out to demographics that we’ve never been able to touch because we could make the program participation free, and that was huge, especially coming out of COVID....We were able to reach more (priority populations) in a much much much greater depth. We were also able to have a little bit of staff time to do translations of the application materials which was huge to reach our emerging bilingual and our Spanish speaking populations.”*

*“The students came to the [program] and they looked up and all of the teachers speak their language and share their culture, they were so excited.”*

*“You could see his shoulder physically (relax). He goes, ‘these people look like me, I can be here, I am welcome, it’s okay for me to be in this artistic space’...Our kids are reflected in our teachers, and they felt successful and valued and seen and loved.”*



**Figure 9: Total Number of Youth Served by Grade Level**

Total number of youth served by grade level (2022-2023 school year)			
	Count	Percent	
Kindergarten	20,680	9%	
First grade	23,461	10%	
Second grade	31,462	13%	
Third grade	31,282	13%	
Fourth grade	30,270	13%	
Fifth grade	29,821	12%	
Sixth grade	18,117	8%	
Seventh grade	13,663	6%	
Eighth grade	11,107	5%	
Ninth grade	7,676	3%	
Tenth grade	6,431	3%	
Eleventh grade	5,997	3%	
Twelfth grade	5,565	2%	
Post high school	3,538	1%	
Total	239,070	n= 361	

[Long description of Figure 9: Total Number of Youth Served by Grade Level](#)

**Figure 10: Percent of Youth Served Experiencing Disabilities and Percent of Youth Served Eligible to Receive Free or Reduced Price Lunch**

Percent of youth served experiencing disabilities		Percent of youth served eligible to receive free or reduced price lunch	
Average percent	15	Average percent	63
Median percent	7	Median percent	65

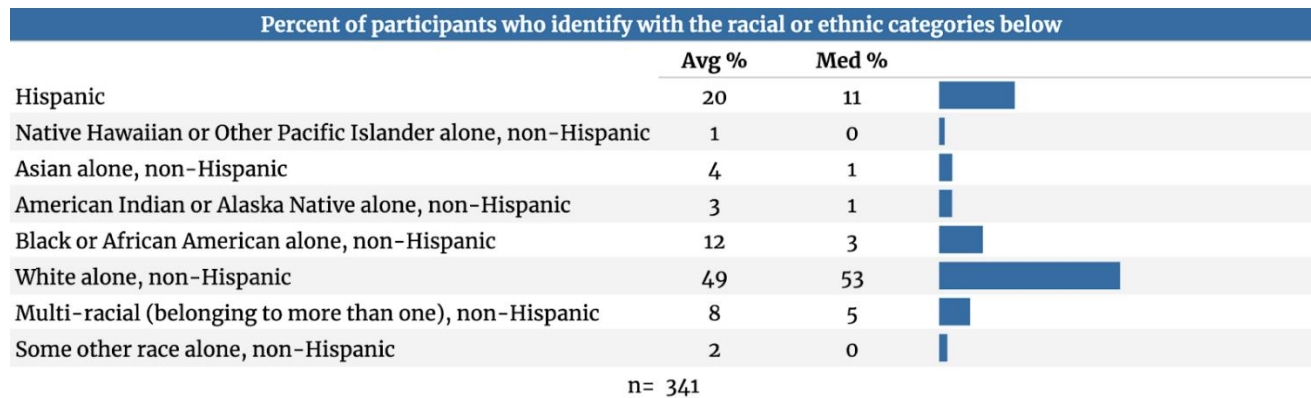
[Long description of Figure 10: Percent of Youth Served Experiencing Disabilities and Percent of Youth Served Eligible to Receive Free or Reduced Price Lunch](#)

**Figure 11: Percent of Participants who Identify with the Gender Categories Listed**

Percent of participants who identify with the gender categories listed			
	Avg %	Med %	
Female	47	48	
Male	46	48	
Gender fluid	2	0	
Agender	0	0	
Unidentified	4	0	
n= 345			

[Long description of Figure 11: Percent of Participants who Identify with the Gender Categories Listed](#)

**Figure 12: Percent of Participants who Identify with the Racial or Ethnic Categories Below**



Long description of Figure 12: Percent of Participants who Identify with the Racial or Ethnic Categories Below

## Organizations and Workforce

For the community-based organizations that received OCSG funds, the impact was often transformational. Grantees grew their capacity and reach, built new partnerships, and offered better working conditions for staff. One grantee said these funds allowed programs to “[have] the financial support to ensure that all [who] wanted to participate in summer camp were able to without the barriers created by money, lack of transportation, food, language.” Another grantee noted that, “This was the first summer where the staff reported feeling like we could move from a scarcity mindset toward really pursuing the activities and events planning with what benefits the students as the only main consideration.” The following sections summarize the most noteworthy impacts.

### Capacity and Reach

OCSG funds enabled grantees to increase their size, capacity, and reach. They were able to hire more staff, provide job opportunities and internships to young people (including high school students), recruit new youth and families to participate in programming (often expanding to previously unserved populations), develop and offer new types of programming, open new program locations, provide transportation (and in some cases bring programming directly to youth), purchase supplies, and invest in capacity building that will benefit future years. One grantee said, “Through funding from this grant, we were able to increase staff capacity and offer 30% more summer enrichment programming than we have ever offered before. Our programs serve to create enriching environments that help kids grow emotionally, physically and academically...We are so grateful we had the additional capacity to not only offer more programs to more students but also to support living wage jobs for our staff.” Another organization was “thrilled that we were

able to serve more students and families this summer thanks to this grant. We were able to provide more enrichment activities with greater depth and impact and to remove participation barriers. Every year we have families with transportation barriers and it was amazing this year to finally be able to assist with that in a robust and meaningful way. This certainly increased access to our programs.”

*“Thanks to this grant we were able to grow our programs larger than ever. We served more youth than ever before and have the largest strongest staff in our program's history.”*

## **Partnerships**

OCSG grantees also grew their capacity through partnerships with new organizations. One grantee noted, “Our biggest success was getting a new, second location open to be able to host a wide variety of youth programs in partnership with Boys & Girls Club, Friends of the Children, and Oregon Youth Challenge. We were able to start new partnerships with strong nonprofits in the community that we wouldn’t have been able to because of lack of money and space. We were able to evolve our out of school time programming by partnering with two other nonprofits in our community while creating some curriculum that...included everything from service learning to literacy and social emotional learning.”

Grantees reported partnerships with schools, migrant education programs, community organizations, higher education institutions, local businesses, museums, government agencies, libraries, and community members. These partnerships helped grantees provide new and higher quality services, including offering transportation, professional development training, access to food, translation services, and enrichment experiences like quilting and kayaking. Another grantee reported that, “As a result of this increased funding, we were able to partner with...school districts to help deliver science lessons to students enrolled in school summer programs, as well. This not only allowed us to reach more kids, but also allowed us to build new relationships with students and families so that we can better wrap them into our own in-house programming and give even more students the opportunity to explore and grow.”

## **Benefits for Staff**

OCSG funds often enabled grantees to offer higher compensation and other benefits to their staff. Many organizations appreciated being able to pay their volunteers (often community members, such as local artists) for the first time ever, and celebrated being able to offer living wages to their staff. Better compensation helped organizations attract more diverse, experienced staff to their programs. According to one grantee, “We are intentional in creating a diverse summer staff. The summer grant allowed us to pay young

adults with lived experiences to come back and lead programs. This in past summers has been a barrier to our program as it has required volunteering and potentially lost income for the volunteer.”

Grant funds also enabled organizations to offer more professional development training to their staff, leading to higher-quality programs and better experiences for youth. One organization, for instance, used grant funds to support training and noted, “We saw a significant difference in the success of our summer program overall. Staff members were more prepared for the different behavioral challenges we face, they had a greater understanding of Adverse Childhood Experiences, and were able to become Trauma-Informed to provide excellent support services.”

*“There was a lot of fear with my staff around having too many kids and not enough staff, and a lot of anxiety going into the summer, and I just want to say thank you so much because they walked out of the summer revitalized, they had a great time, they were joyful every day coming to work, excited to share what they were able to do with kids. And then we were able to pamper them a little bit more than we normally would have, just saying thank you for the work you’re doing every day.”*

## Looking Ahead: Barriers and Recommendations

When asked to reflect on their biggest challenges this past summer, grantees reported barriers ranging from heatwaves to COVID infections to wildfire smoke. Three consistent obstacles, however, rose above the rest and were mentioned across all forms of feedback with nearly identical frequency: outreach and recruitment of participants, finding and hiring staff, and the grant process itself. Below is a brief summary of each of these challenges, and suggestions for the future.

### **Outreach and Recruitment**

Some grantees struggled with outreach and recruitment for their programs. In many cases, programs struggled to reach into new communities or to recruit priority populations. Grantees could often identify the root causes behind their outreach difficulties, but did not always have the capacity to adequately address every issue. Common factors that impeded outreach and recruitment included a lack of transportation, pandemic-related hesitancy from families (especially for youth and families with compromised immune systems), and a lack of interest in summer programming from older students, who, according to grantees, often took paying jobs instead of coming to summer camp. One organization, for instance, “concluded that the pandemic shifted families priorities for enrolling in this group and found that most high school students we contacted for participation chose to work rather than enroll in the program this summer.

Latinx families struggled a lot with the lack of work and lack of federal aid they experienced at the beginning of the pandemic and they are still in the process of recuperating from this financial crisis. Their high school children are an important element in helping create more financial stability for the family. Students also told us that with the high wages that the job market is offering these days, they could not refuse to work.”

*“I would love to see the transportation portion of the grant changed to a more reasonable agenda. It is hard to rent a vehicle just for the summer and then after the summer we no longer have the ability to transport these children which seems unfair.”*

In some cases, asking for demographic data from participants to fulfill grant reporting requirements created barriers and discouraged participation, especially from priority populations. The most common obstacle to recruitment and engagement, however, was the OCSG Initiative’s condensed timeline. Without official notification of grant awards until mid-June at the earliest, many grantees simply did not have time for intentional recruitment efforts. Others were not able to relay critical information like dates, availability, transportation options, or scholarship availability to families early enough. For newer organizations that haven’t yet established reputations and community trust, the abbreviated timeline was especially challenging. One grantee said, “[We didn’t have] sufficient time to reach out to communities with more youth in need or historically underserved communities. We would like to start promoting programs in April/early May so families have more time to plan and sign their youth up.” Another noted that, “The timing for the award notification was unfortunately after school ended. The closer it is to summer the harder it is to reach the families who could benefit the most. It also makes it harder to communicate about some of the barrier removal opportunities, like being able to cover the expense for students to come from eastern Oregon to southern Oregon.”

## **Staffing**

OCSG grantees were not immune to nationwide staffing shortages, and many reported finding and hiring staff among their biggest obstacles this summer. Organizations struggled not only to find qualified staff, but any staff at all. According to one grantee, “Consistent staff and volunteer help [was a challenge]. People seemed stretched thin this summer. We were also competing with school districts trying to recruit for their programs.”

For OCSG grantees, the staffing shortage was compounded by other factors, including COVID outbreaks, staff turnover, and the short turnaround time between grant award announcements and implementation. One grantee said, “A tight labor market made staffing challenges a constant. It was a struggle to make sure our teaching/support staff

rosters were full every day, due to Covid, unexpected illness, and schedule change requests.” Another noted that “By the time we got the funding, we actually had the money, we could have hired more people, but there was no time to do it, and we had to run all the programming with the staff that we could get and the time that we did have. A lot of people told us, if you had let us know earlier, we could have committed.”

Often, staffing shortages meant that organizations had to reduce their capacity, increase youth–adult ratios, scale down on–boarding and training time, and curtail planning and prep time. For one program, “Our biggest challenge this summer was hiring staff. Like everyone, we have had a hard time hiring individuals to work at our [program]. Because of this, we had to limit the amount of kids that enrolled in our summer program. If we would have been able to hire more staff, we would have been able to enroll more kids and provide more scholarships.”

*“Our biggest challenges this summer were around staffing. We found it very difficult to fill open positions with quality, adult staff members that had experience working with youth. In addition, many of the community programs we had hoped to partner with were unable to do so due to their own staffing challenges.”*

## Grant Processes

Overall, grantees reported positive experiences with the OCSG process and expressed a great deal of gratitude for OCSG funds and the opportunities it created. Figure 13 shows that ratings of the application process, communication, and ease of reporting all trended positive, scoring an average of more than 3 out of 4.

**Figure 13: Grant Processes**

Grant Processes	Average score	n=
How would you rate the APPLICATION process?	3.2	254
How would you rate the COMMUNICATION as our teams reviewed and screened your application	3.4	256
How would you rate the EASE OF REPORTING?	3.1	260

*1 = many changes needed, 4= no changes needed*

### [Long description of Figure 13: Grant Processes](#)

Still, the grant process itself (most particularly the timeline, reporting requirements, and insurance requirements) posed significant barriers for grantees on par with staffing shortages and outreach and recruitment struggles. Each aspect of the grant process is discussed briefly below, followed by recommendations for the future.

## ***Application and Communication***

The application process and communication with the OCSG team were overall strengths of the process. Grantees felt that the application was straightforward, simple, and exhibited trust in grantees. One grantee said, “It was so helpful to have a very simple and to-the-point application process. So often grants require a significant amount of work that can be highly limiting to organizations and educational entities that have so many daily demands of direct service to students. This grant request was to-the-point and trusting of our ability to utilize funds to reach students.”

***“You have amazing people administering this grant. I actually had calls or emails that I made during the evening, answered within minutes. I could not believe it. What dedication. You are such caring individuals who went way overboard to provide the best service I have ever experienced in a grant process.”***

Still, experiences varied somewhat. Many grantees felt that communication from the OCSG team was sufficient and helpful, yet others reported that communication was minimal, confusing, or difficult. The most common concerns were that there were too many people involved in the process, that communication about insurance requirements and information about timing and amounts of funding were unclear, and that language and dates in contracts were confusing. For instance, one grantee noted that, “It seemed like there were quite a few people handling the communication and it was hard to know who to direct questions to.” Another grantee reported that “The communication was abundant, but it was also very stressful and some of it was contradictory. We can’t say the communication was ‘non-existent’ but it’s also not accurate to say that it was ‘effective’.” Speaking specifically about the language in the contract, one grantee said, “Contract language appears to also be confusing -- services are to be rendered in Summer 2022, yet contract end date is 6/30/2023. Does this mean that program funds could still be used through June 2023? Actual contract received did not include a Scope of Work and when this was followed up on, communication was provided to simply execute what was presented in [our] proposal. It would be better if a Scope of Work were attached to the contract so that there is clarity on expectations or what is agreed upon as deliverables.”

Some grantees also voiced concerns about systemic barriers that centered on communication and trust. According to one grantee, “Overall communication could have been better and more transparent. There was and has always been a lot of mistrust with communities of color in the philanthropic space and the way in which this played out and how things were communicated did not help improve this sense of wanting historically underrepresented orgs [to be] accepted.”

## Reporting

Grantees appreciated the simplicity of the initial reporting requirements, but some were frustrated when asked to complete the second, revised report form. Nonetheless, feedback from focus groups and the report form itself indicate that, on the whole, grantees felt that the reporting requirements were manageable and unburdensome. As one grantee put it, “Your reporting process was simple. Again, I can't over emphasize how important it was for you to trust organizations (especially culturally specific organizations) doing the work by removing unnecessary bureaucratic barriers. We know what is best for our communities.”

Some grantees, however, expressed dissatisfaction with the timeliness of communication about reporting expectations. While general reporting categories were available with initial application materials, specific questions (including reporting categories for demographics) were not available until the form opened in September. Many grantees noted that receiving exact reporting requirements retroactively complicated their reporting process, and ultimately undercut the quality of data submitted.

*“It is impossible for us to provide the required data after the fact. We made estimates to the best of our ability, but the data we provided is not based on tracking participants in real time. The reporting requirements are reasonable, but they must be established from the beginning.”*

Many of the challenges with the reporting process were purely logistical, and there are straightforward opportunities to improve in future iterations. Some grantees, however, voiced obstacles that are more complex. Many grantees have the ability to collect and report on comprehensive demographic data, including gender, race and ethnicity, and free and reduced lunch eligibility. Some community-based organizations, however, are unused to collecting demographic information or lack the capacity to easily collect accurate data. Figure 14 summarizes the data collection methods used by grantees to collect the demographic data presented in this report.

**Figure 14: How Did You Collect Demographic Data?**

	How did you collect demographic data?										n=
	Collected from registration forms		Collected from surveys		Collected from conversation with youth or family		Observation / estimation		Other		
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	
Grade Level	298	82%	43	12%	88	24%	75	21%	22	6%	362
Experiencing disabilities	186	51%	31	9%	156	43%	135	37%	43	12%	362
Gender	264	73%	38	10%	73	20%	96	27%	26	7%	362
Race and Ethnicity	192	53%	48	13%	91	25%	136	38%	55	15%	362
Eligibility to receive free or reduced price lunches	142	39%	41	11%	80	22%	71	20%	131	36%	362

[Long description of Figure 14: How Did You Collect Demographic Data?](#)



While a majority of grantees collected demographic data systematically from registration forms or surveys, many used observation or estimation to determine demographic counts, particularly for youth experiencing disabilities and for race and ethnicity. One reason for these estimates was that specific reporting requirements were not available until after most programs had concluded. These results also suggest that, along with clear expectations for data-gathering, some grantees could benefit from support or resources to bolster their data tracking capabilities.

Finally, some grantees expressed concerns with the requirement to collect demographic data at all. For organizations that serve the most vulnerable priority populations, collecting demographic information from participants was a barrier to access for youth and families. As one grantee explained, “As an organization working to reduce barriers to entry, any requirement to report specific demographics can in and of itself create barriers to entry. These may be language barriers, mental/emotional challenges (too many questions creating confusion/frustration), immigration status concerns, shame, or simply the overwhelm that life in the margins can create. We chose as an organizational policy to remove those barriers to entry to ensure that everyone can participate. While we absolutely understand the need for reporting to ensure that resources are used as intended, the extent to which demographics are required for reporting feels insensitive to and detached from the lived experience of the very people we're working to serve.”

### ***Insurance Requirements***

The insurance policies required in the OCSG RFP exceeded the scope of policies already maintained by many community-based organizations and created confusion, stress, and hardship for many applicants. Not only were adequate insurance policies expensive, they were difficult to secure. Many grantees reported that insurance providers were unwilling to underwrite policies for their organization that met OCSG's requirements. Applicants that were able to procure the appropriate policies often had to pay upfront for expensive policies to be eligible for grants funds, and then rely on the hope that their application would be approved to recoup the costs. According to one grantee, “Acquiring the insurance was challenging especially since it took several weeks for our agent to price around for the best policy and for the underwriter to put together all the necessary paperwork. Also, we were assured that we would receive the grant once we had insurance in place, but it still felt like a bit of a gamble to approve \$10,000 in extra coverage with the possibility we would not receive the grant. (The \$10,000 would not have been refundable).”

***“Our organization was in a unique spot, we do more than youth stuff, and the coverage was really broad because we had aspects of our programming that had nothing to do with the grant that had to be insured. We have some mentoring programs, and kept getting coverage denials because [mentoring programs are***

*too risky]. We bought our policies through Lloyds of London, which insure the weirdest things in the world, because that was the only place we could get it.”*

Some (especially larger) community-based organizations already held sufficient insurance coverage, but the majority (63%) of grantees had to purchase additional coverage. In total, just over \$900,000 of grant funds were spent purchasing additional insurance to meet requirements. Of all organizations that purchased additional insurance, the median cost was \$2,500, although spending ranged from more than \$40,000 to less than \$50. On average, additional insurance costs accounted for about 5% of grantee’s total award amounts for those that purchased additional insurance.

*“[Our insurance agent] put an additional umbrella policy over our existing policies.... I think we were short on [the required amounts in two categories], and this just covered both categories to bring it up to the acceptable level.”*

Insurance requirements proved to be an insurmountable barrier for some applicants, especially smaller, grassroots organizations. According to feedback from organizations that did not receive OCSG funds, the insurance requirement was by far the most substantial barrier to accessing grant funds. The majority of these organizations indicated that they had the capacity to complete application, but could not meet the insurance requirements within the timeframe. One unsuccessful applicant noted that, “The insurance requirements were impossible to obtain for an actual small non-profit like ours. Even if we had the time to secure the coverage by pairing up with another non-profit, we still couldn't afford to keep it - even if we did get the grant, which was no guarantee. The insurance requirements alone were more than a joke and super disheartening for the type of non-profit we are.” Some unsuccessful applicants reported that despite submitting their application early in the process, the time it took to acquire the necessary insurance meant that when they submitted their insurance paperwork (by the required deadline), their application was still unsuccessful because all grant funds had already been distributed.

Some grantees expressed that the insurance requirements went above and beyond what was necessary to keep youth safe, and ultimately created equity and accessibility barriers. One grantee said, “Insurance requirements were pretty steep and I feel it was not inclusive of smaller, rural organizations who have adequate insurance for their exposure already. Many low-income POC live in these rural communities who may not have had the resources within their own summer program to push through the insurance requirement and apply.”

*“We understand the need for insurance, but the prohibitive levels and requirements are a HUGE barrier to smaller organizations and frontier*

*communities. Those who have, continue to receive more, and those who don't have, continue to go without."*

## **Timeline**

More than any other aspect of the OCSG process, the short timeline created the most hardship for grantees. The late award notifications and even later fund distribution forced many CBOs to choose between paying upfront for their programs on the assumption their grant would be approved (sometimes risking bankruptcy), or canceling their planned programs only to scramble to rebuild them when the funding notification came through. As one grantee noted, "I didn't know if we were going to receive the grant at all, so it was fronting all this money in anticipation, you know, sort of rolling the dice that we would get funded."

*"The funding announcement arrived so late that we canceled our regular program as we did not know if we would have money to move forward. Once we got the announcement, we had to scramble to get it up and running again, which we did by transforming into two day camps. This also meant it was very difficult to recruit students with such short notice, so we did not hit all of our demographic targets."*

Even before the delay in June to clarify insurance requirements, the OCSG timeline did not align with those of many CBOs. A significant number of organizations begin planning for summer during the preceding fall and winter, and usually open registration and begin hiring staff in spring. OCSG's short timeline required grantees to rush to hire staff, plan programs, and recruit participants months later than they normally would. This, in turn, impacted the reach and quality of programs, and was especially hard on smaller organizations without resources and infrastructure to fall back on. One grantee said, "Summer planning and community communications begin for us in March. We had to hope that funding would come through as registration packets went out offering the camp at no cost. We sought other donations to help offset costs. This made the program appear very unorganized where trust and relationship building is key." Other grantees noted that rushed planning can lead to excess spending as programs struggle to find staff and supplies last minute, and can strain relationships with partner organizations. According to one grantee, "We had school districts that started programs before we could confirm the programming we could offer. This meant some families and districts decided to move forward without partnering with [our organization]. A loss of kids that could have been served."

*"The last minute funding also results in a lot more spending, because we are doing last minute purchases, last minute things... That crunch time affects the amount of money we spend....we end up spending more on staffing, because we're desperate."*

The majority of the challenges mentioned throughout this report are a result of the difficulties inherent in administering a new program, with new requirements, on an abbreviated timeline. The unintended consequences of the timeline ultimately undermined critical aspects of the OCSG Initiative by creating hardships for grantees, families, and communities. Grantees rose above and created extensive, meaningful opportunities for youth despite the challenges; nevertheless, such an abbreviated timeline is untenable long-term.

*“While easy to complete, the process started way too late to allow many programs to be implemented across the state as small organizations don't have the financial resources to commit to a new program or grow existing ones without knowing if they have funding. The review process took a lot of time as well. For the second year in a row, the Legislature failed to think through key elements of this program and, in effect, offered a deeply flawed program that unfairly penalized our state's most vulnerable children. Our hope is that the Legislature can secure funding for this important program early in 2023 so organizations can adequately plan, prepare, and implement these summer programs.”*

## **Recommendations**

Through focus groups, grant reporting forms, and other feedback mechanisms, grantees shared their recommendations and aspirations for future years. Some suggestions were small and logistical, while others were more substantial. Below are the most commonly shared suggestions.

*Provide consistent, sustainable funding for similar initiatives in future years, and ensure that any future grant funds are available earlier in the year.*

The OCSG Initiative had undeniably transformational impacts for youth and families across the state, as well as for the community-based organizations that received grants. These impacts echo what research has shown for decades: summer learning programs are an evidence-based strategy that supports positive cognitive, social, and emotional skill development in youth, and promotes safety and physical and mental health (National Academies of Sciences, Engineering, and Medicine. 2019). Oregon's youth deserve summer learning opportunities like these not just for a year or two, but every year.

Building off their successes this summer, OCSG grantees dreamed of what could be possible in their communities with reliable, consistent funding for summer programming. Some noted that youth and families are starting to rely on these summer programs, and that the last two years of grant-funded summer programs have created desire in their communities for more opportunities. One grantee said, “This was our first time ever receiving this grant, and it actually gave us some amazing progress. It created a hunger in

the community that we serve from both the families and the schools to be able to continually provide kids with the opportunity to do more and to engage in different ways than what they are traditionally used to engaging with. It created a problem, because the community didn't realize how much they needed what was being offered....I'm grateful for the opportunity, and nervous at the same time, because how do you maintain something that was this significant and this impactful.”

Any future funding should be available earlier in the year. Many organizations begin planning for summer during the preceding fall. Similarly, families cannot afford to wait until school is out to look for summer programs for their children. The consensus from grantee feedback was that, ideally, grant applications for community-based summer grants should open no later than January, award notifications should be made no later than March, and funds should be distributed no later than May. With reliable funding and adequate time to plan and recruit, the impacts from OCSG grants will only continue to grow.

*Create formalized grant processes that include streamlined systems for applications, communications, and reporting.*

This year's OCSG grant process had many strengths, including the simplicity of the application and reporting form. In future iterations, however, the use of a grant-making platform would improve and streamline the process. A systematic platform would help centralize communication, and provide equitable access to editable application and report forms, and comprehensive and transparent criteria for awarding funding. One grantee suggested, “Please consider a guideline for funding - this grant appeared to be a free-for-all, where the first applicants can secure large amounts of funding without being required to provide enough information for adequate review.” Finally, reporting requirements would be easier to fulfill, and the data of higher-quality, if specific requirements (including demographic questions and reporting categories) were available at the outset. Some grantees also recommended the provision of template data collection forms, or collaboration with schools, districts, or ODE to support registration and data collection.

*Ease the burden of insurance requirements for community-based organizations.*

Adequate insurance is a critical need for youth-serving organizations, yet the requirements included in the OCSG Initiative were often prohibitively expensive and difficult for nonprofits to acquire. Future solutions will likely be complex, but should strive to ensure that insurance requirements do not perpetuate inequity by becoming a barrier to accessing grant funds. As one grantee noted, “We understand the need for insurance, but the prohibitive levels and requirements are a HUGE barrier to smaller organizations and frontier communities. Those who have, continue to receive more, and those who don't have, continue to go without.” Please see the appendix of this report for more discussion.

Provide support and resources to build capacity and quality in community-based organizations.

Some grantees noted that the grant-making process using public funds can be unfamiliar to smaller, newer organizations, and suggested that the OCSG Initiative include intentional resources to support all phases of the grant process. Providing resources and support that could boost the capacity and quality of all programs is consistent with the initiative's goals. Specific supports could include informational webinars about the application process, registration templates, community-building practices to support collaboration, and intentional outreach about the grant to communities to create more equitable access.

## **Appendix 1: 2022 Oregon Summer Community Grants: The Impact of Insurance Requirements**

### ***State Funding for Oregon Summer Community Grants (OCSG)***

In 2021, the Oregon Department of Education (ODE) awarded \$40 million in grants to support summer learning programs delivered by community-based organizations (CBOs). The Oregon Community Foundation (OCF) agreed to administer the grant process and funds, which OCF designated as a gift to grantees. A simplified grant application included a check box for indicating the CBO had appropriate insurance, and there were minimal reporting requirements.

ODE awarded \$50 million in grants to CBOs in 2022 to prioritize summer enrichment programs for students experiencing disabilities and other historically underserved student communities. The Oregon Association of Educational Service Districts (OAESD) administered the grant process through their fiscal sponsor, Clackamas Educational Service District. Applications were reviewed by OAESD and regional educational service districts.

### ***2022 Insurance Requirements***

OAESD opened grant applications in mid-April but soon paused the process in response to CBO questions and feedback about liability insurance requirements. Many smaller CBOs carried policies with lower liability limits, and CBOs of all sizes struggled to obtain occurrence-based sexual abuse and molestation (SAM) liability insurance. SAM is a specialized coverage that is not readily available on the market, and the cost can be prohibitive for individual organizations.

Throughout May, ODE worked with the Department of Administrative Services (DAS) and the state's insurance provider to see if CBOs could join an existing insurance pool to help lower their costs. PACE, the insurance pool serving the Oregon School Boards Association

and the Special Districts Association of Oregon, seemed the most likely option but they are statutorily prohibited from extending coverage beyond special government districts and their agents.

In early June, ODE determined that grant funds could pay for the required insurance premiums. Concurrently, three brokerage firms that wrote SAM insurance contacted OAESD offering to expedite their services for CBOs. These options provided relief for some CBOs, but many small or newer CBOs were still disadvantaged. This was especially the case if they did not have adequate reserves to purchase insurance up front as a prerequisite to receiving grant funds.

Despite these efforts, some CBOs were still denied SAM coverage multiple times or could not secure insurance and complete an application in the shortened grant cycle. Other CBOs paid exorbitant amounts because SAM policies had to be written to cover the whole of their operations, not just their OCSG-funded program. Applicants were asked to submit a certificate of insurance, but it is unclear how their coverage levels and policy types were evaluated.

### ***Looking Forward***

CBOs in nearly every educational service district found imaginative and meaningful opportunities to meet students, families, and communities where they are with impactful summer learning and enrichment programs. Findings from the 2022 grant cycle point to questions about insurance coverage that can positively shape future grant cycles. The resulting transparency and clarity will help ODE ensure equitable opportunities for grant applicants and the students and communities they serve.

#### *Setting Insurance Liability Limits for OCSGs*

- Is it possible for DAS Risk Management to share its determination, including the factors they consider in setting insurance liability limits for OCSGs?
- Is there parity between those factors and DAS's determination and requirements for other ODE grant programs for non-governmental entities? If not, is this an issue to be reconsidered?
- In the event of future OCSG funding, could insurance liability requirements be set and communicated before the issuance of an RFP or grant application?

#### *Seeking Insurance Coverage*

- Would it be beneficial for the organization administering OCSGs to provide technical assistance to CBOs regarding risk management practices? How would that impact CBOs' capacity, insurability, and insurance rates?

- Is it possible to identify insurance brokers with experience serving CBOs who offer SAM policies and can work within the grant cycle's tight timeframe? If so, could their information be included in an RFP or grant FAQ?

#### *The Cost of Insurance Coverage*

- Is there a non-governmental entity with the capacity and appetite to create an insurance pool for Oregon CBOs? If so, does the state have an interest in funding that pool? Are there other potential sources of funding?
- If the cost of liability insurance continues to be an allowable grant expense, could that be communicated in an RFP or the grant application?
- Is there a way to ease the financial burden for CBOs that are required to front the cost of insurance coverage with specific liability levels at the application stage?

## Appendix 2: Methods

All findings and recommendations in this report were drawn directly from Oregon Community Summer Grant Initiative (OCSG) data sources and feedback from grantees. Below is a brief summary of each data source.

### ***Grant Award Data***

Information about grant applicants and grant awards was provided by Oregon Association for Education Service Districts (OAESD). Provided information included organization name, location (home county, county served), funding requested, funding awarded, answers to application questions, contact information, among other information. Data was lightly cleaned, and aggregate analyses performed.

### ***Grant Reporting Data***

OAESD additionally provided information and data from the OCSG reporting form required for all grantees. Report form data included organization name, award amount, number of youth served and demographic information, types and number of programs offered, duration of programming (number of weeks, days, and hours), biggest successes and challenges, and feedback on the grant process. By November 1, 363 grant reports were completed, accounting for 96% of the total 377 grant awards. Report form data was lightly cleaned (duplicates removed, etc.) and aggregate analyses performed. Race and ethnicity data, however, was more heavily cleaned. Many programs reported this data as total counts rather than percentages (as required). Where possible, these errors were fixed. Still, 22 organizations reported race data that were unusable, while 65 organizations reported race data that totaled to more than 100% (although including these organizations in demographics analysis did not make an appreciable difference).



## ***Focus Groups***

Five English-language and one Spanish-language focus groups were conducted with OCSG grantees. All grantees had the opportunity to participate in focus groups, however participation across all focus groups was managed to ensure adequate representation from various regions of the state, populations served, type and size of program, etc. In order to ensure adequate representation, individual invitations to some grantees were also sent. Participation in focus groups was entirely voluntary. A total of 33 organizations participated in focus groups (just under 10% of all grantees). A list of organizations that participated in focus groups is available below.

Focus groups were conducted by an outside, neutral party, and were lightly facilitated, allowing participants to guide the flow of conversation by focusing on the topics and themes most salient to their experiences. Topics and prompts used in focus groups included: successes and impacts, challenges and barriers, priority populations, and grant processes. Participants had opportunities to provide both written and verbal feedback on each topic.

Focus group sessions were recorded and thematically coded using Dedoose Version 7.0.23 (web application for managing, analyzing, and presenting qualitative and mixed method research data (2016). Los Angeles, CA: SocioCultural Research Consultants, LLC). Results were compiled across all focus groups, and the most common themes were explored in the full report. Quotes from focus groups (as well as the grant reporting form) are included throughout the report.

### ***Organizations that participated in OCSG Focus Groups:***

- Oak Hill School
- Lane Arts Council
- Portland Refugee Support Group
- Mid-Valley Prelude Sinfonia/Albany Youth Orchestra
- Center of Attention Community Development
- Southwestern Oregon Workforce Investment Board
- Tiny Mighty and Strong
- City of North Bend
- Camp Howard
- Airway Science for Kids
- South Oregon University Pre-College Youth Programs
- Camp Attitude, Oregon LLC
- Friend of the Children, Lane County
- Washington County Kids
- Northwest Kidney Kids

- Friends of the Opera House
- Casa Latinos Unidos
- Sitka Center for Art and Ecology
- Project Youth+
- Walla Walla YMCA
- Vibe of Portland
- Working Theory Farm
- Calapooia Watershed Council
- First Steps Center for Autism and Developmental Disabilities
- Rogue Valley Family YMCA
- Oregon Blacks In Government
- Centre For African Immigrants and Refugees Organization
- Boys & Girls Clubs of Western Lane County
- Chinese Friendship Association of Portland
- The Gate Youth Association
- Adrian 2040
- Coyle Outside LLC
- Salem Keizer Coalition for Equality

### ***Youth Asynchronous Feedback Platform***

In lieu of youth focus groups (synchronous youth focus groups were prevented by timeline constraints), an asynchronous youth feedback platform was created using Thought Exchange. Two prompts were included on the feedback platform: 1) What was the best thing about your summer camp or summer program this year? and 2) What would you change about the summer camp or summer program you went to this summer? Links to the Thought Exchange boards were shared with all OCSG grantees, who in turn shared the links with youth who had participated in summer programming. Participation on the Thought Exchange boards was entirely voluntary and anonymous. A total of 164 people participated. Responses were monitored, and thematically analyzed using Thought Exchange's native analysis tools.

### ***Survey for Unsuccessful OCSG applicants***

A brief survey was developed and distributed to organizations that applied for OCSG funds but were not awarded grants. Goals of the survey were to better understand the barriers these organizations encountered and potential changes to the grant-making process that could make grant funds more accessible. Twenty-two organizations completed the survey.

In addition, other feedback mechanisms included interviews for impact stories and the creation of an Impact and Resource Portfolio. Nineteen organizations from around the state were interviewed about the impact of OCSG grant funds in their communities, and brief impact stories were written for each organization. The Impact and Resource Portfolio contains resources, documents, and tools that were created by grantees using OCSG funds. These resources help demonstrate the impact of grant funds, and will serve as a resource repository for future summer learning programs. Grantees were invited to submit documents electronically, and participation was voluntary.

### Appendix 3: Image Descriptions

**Figure 1: Successful, Unsuccessful, and Total Application Amounts**

Overview:

This table shows the totals, averages, and medians for funds requested and funds awarded, both for successful and unsuccessful applicants. Averages for funds requested and awarded are significantly higher than the median values.

Values:

**Successful Applications**

-	Total	Average	Median
Total funds requested	\$49,048,417.55	\$130,101.90	\$87,179.00
Total funds awarded	\$47,671,717.55	\$126,786.48	\$90,000.00
Number of applications	377		

**Unsuccessful Applications**

-	Total	Average	Median
Total funds requested	\$9,652,956.00	\$98,499.55	\$75,000.00
Total funds awarded	n/a	n/a	n/a
Number of applications	98		

**Totals**

-	Total	Average	Median
Total funds requested	\$58,701,373.55	\$123,581.84	\$90,000.00
Total funds awarded	\$47,671,717.55	\$126,786.48	\$90,000.00
Number of applications	475		

[Return to Figure 1: Successful, Unsuccessful, and Total Application Amounts](#)

**Figure 2: Grant Awards by County**

Overview:

Table showing the number of successful and unsuccessful applications per county, both for the home county of the application and the counties served by the application.

Values:

**Total number of applications (home county):**

County	Successful	Unsuccessful	Success Rate
Baker	3	0	100%
Benton	18	1	95%
Clackamas	22	8	73%
Clatsop	3	1	75%
Columbia	2	0	100%
Coos	8	2	80%
Crook	2	0	100%
Curry	1	1	50%
Deschutes	24	4	86%
Douglas	12	1	92%
Gilliam	2	0	100%
Grant	6	1	86%
Harney	2	0	100%
Hood River	6	0	100%
Jackson	17	2	89%
Jefferson	5	3	63%
Josephine	6	0	100%
Klamath	6	3	67%
Lake	0	1	0%
Lane	43	5	90%
Lincoln	6	1	86%
Linn	13	2	87%
Malheur	7	3	70%
Marion	22	5	81%
Morrow	1	0	100%
Multnomah	96	32	75%
Polk	5	0	100%
Sherman	0	0	-
Tillamook	6	2	75%
Umatilla	5	2	71%
Union	5	1	83%
Wallowa	4	0	100%
Wasco	1	2	33%
Washington	16	13	55%
Wheeler	0	0	-
Yamhill	2	2	50%

**Total number of applications (county served):**

County	Successful	Unsuccessful
Baker	10	1
Benton	33	1
Clackamas	58	18
Clatsop	13	1
Columbia	16	1
Coos	17	2
Crook	19	2

County	Successful	Unsuccessful
Curry	10	1
Deschutes	39	6
Douglas	24	2
Gilliam	8	1
Grant	10	2
Harney	9	0
Hood River	16	3
Jackson	29	3
Jefferson	26	5
Josephine	18	1
Klamath	21	5
Lake	6	0
Lane	58	8
Lincoln	19	1
Linn	28	2
Malheur	16	3
Marion	39	6
Morrow	10	2
Multnomah	114	36
Polk	27	0
Sherman	7	0
Tillamook	20	3
Umatilla	10	3
Union	12	2
Wallowa	9	1
Wasco	14	4
Washington	64	22
Wheeler	5	2
Yamhill	21	3

[Return to Figure 2: Grant Awards by County](#)

### Figure 3: Grant Dollars per Capita

Overview:

The table shows counties in the left-hand column, with school age population in the first column and grant dollars per capita in the second column. The third column shows a mini bar-chart, with the length corresponding to the grant dollars per capita.

Values:

County	School age population	Grant dollars per capita (Home county)
Baker	2,746	\$46.89
Benton	17,371	\$90.18
Clackamas	77,126	\$29.75
Clatsop	6,623	\$58.13
Columbia	9,039	\$19.03
Coos	9,821	\$109.63
Crook	4,034	\$23.23

County	School age population	Grant dollars per capita (Home county)
Curry	2,722	\$7.35
Deschutes	34,463	\$76.24
Douglas	17,752	\$83.20
Gilliam	354	\$358.81
Grant	1,068	\$734.46
Harney	1,336	\$56.90
Hood River	4,692	\$55.64
Jackson	37,926	\$56.73
Jefferson	4,649	\$127.47
Josephine	13,537	\$79.01
Klamath	12,518	\$48.74
Lake	1,353	\$0.00
Lane	62,677	\$77.74
Lincoln	6,950	\$103.05
Linn	23,464	\$56.57
Malheur	6,545	\$104.76
Marion	69,605	\$46.43
Morrow	2,908	\$54.12
Multnomah	122,947	\$129.27
Polk	18,006	\$33.74
Sherman	283	\$0.00
Tillamook	4,217	\$99.62
Umatilla	16,794	\$35.01
Union	5,256	\$68.45
Wallowa	1,146	\$358.49
Wasco	4,607	\$11.80
Washington	111,149	\$24.60
Wheeler	178	\$0.00
Yamhill	20,395	\$4.85

[Return to Figure 3: Grant Dollars per Capita.](#)

#### **Figure 4: Budget Data**

Overview:

The table shows budget categories in the left-hand column, followed by total spending and percent of total spending. On the right-hand side of the table, average and median amounts per grantee are shown, including mini-bar graphs where length of the bar corresponds to the average and median amounts.

Values:

Types of Costs	Total Amount	% of Total Spending	Average Amount per Grantee	Median Amount per Grantee
Personnel costs	\$23,793,660.59	50%	\$65,367.20	\$42,550.50
Materials and supplies	\$9,688,875.74	20%	\$26,617.79	\$12,000.00
Third party contracts	\$5,830,394.81	12%	\$16,061.69	\$3,387.00
Additional insurance	\$904,682.72	2%	\$2,499.12	\$700.00
Other costs	\$7,172,504.47	15%	\$19,758.97	\$8,000.00

[Return to Figure 4: Budget Data Table](#)

### Figure 5: Types of Programs Offered

Overview:

The table shows program type in the first column, with counts of programs offered in the second column, and percent of all programs in the third column. Mini bar charts are included at the right-hand side of the table, where bar length corresponds to the total number of each program type.

Values:

Type	Count	Percent of all programs
Arts	226	62%
Social emotional learning	220	61%
Sports/Recreation	214	59%
Outdoor or environmental education	207	57%
STEM/STEAM	197	54%
Mentoring	172	48%
Summer Academics	143	40%
Workforce development	136	38%
Literacy	104	29%
Service Learning	86	24%
Other	72	20%
Museum education	37	10%
Civics education	23	6%
Arts	226	62%

[Return to Figure 5: Types of Programs Offered](#)

### Figure 6: Programs Exclusively Serving Youth Experiencing Disabilities

Overview:

Table showing the number of programs and organizations exclusively serving youth experiencing disabilities, where 3% of programs exclusively served youth with disabilities and 18% of organizations had at least one program serving youth experiencing disabilities.

Values:

Total number of programs	209
% of total overall programs	3%
Number of organizations w/ at least 1 program	64
% of organizations w/ at least 1 program	18%

[Return to Figure 6: Programs Exclusively Serving Youth Experiencing Disabilities](#)

### **Figure 7: Programs with Accommodations to Serve Youth Experiencing Disabilities**

Overview:

Table showing the number of programs and organizations with accommodations to serve youth experiencing disabilities, where 78% of all programs had accommodations to serve youth experiencing disabilities.

Values:

Total number of programs	4,776
% of total overall programs	78%
Number of organizations w/ at least 1 program	318
% of organizations w/ at least 1 program	88%

[Return to Figure 7: Programs with Accommodations to Serve Youth Experiencing Disabilities](#)

### **Figure 8: Organizations with Programs that Exclusively Served Priority Populations**

Overview:

This table lists each priority population on a separate line in the left-hand column. The number of organizations with programs exclusively serving each population is in the second column, followed by the percentage of organizations with exclusive programs in the third column. Mini bar charts are included at the right-hand side of the chart, where bar length corresponds to the number of organizations with programs that exclusively served each population.

Values:

Priority Population	Count	Percent of all orgs
Families or youths of color and tribal/Indigenous youths	112	31%
Families or youths impacted by disabilities	68	19%
Families or youths who are emerging bilinguals	83	23%



Priority Population	Count	Percent of all orgs
Families or youths navigating poverty, homelessness or foster care	124	34%
Families or youth in rural areas	126	35%
Other local demographic groups who may be underserved in your region	90	25%
None of our programs served priority populations EXCLUSIVELY	114	31%
Not sure	7	2%

[Return to Figure 8: Organizations with Programs that Exclusively Served Priority Populations](#)

**Figure 9: Total Number of Youth Served by Grade Level**

Overview:

This table shows each grade level in the left-hand column, with a total count of youth served in each grade in the second column, and the percentage of total youth served in the third column. Mini bar charts are included on the right-hand side, where bar length corresponds to total youth served in each grade level.

Values:

Grade Level	Count	Percent
Kindergarten	20,680	9%
First grade	23,461	10%
Second grade	31,462	13%
Third grade	31,282	13%
Fourth grade	30,270	13%
Fifth grade	29,821	12%
Sixth grade	18,117	8%
Seventh grade	13,663	6%
Eighth grade	11,107	5%
Ninth grade	7,676	3%
Tenth grade	6,431	3%
Eleventh grade	5,997	3%
Twelfth grade	5,565	2%
Post high school	3,538	1%
Total	239,070	n/a

[Return to Figure 9: Total Number of Youth Served by Grade Level](#)

**Figure 10: Percent of Youth Served Experiencing Disabilities and Percent of Youth Served Eligible to Receive Free or Reduced Price Lunch**

Overview:

Tables showing the median and average percentage of youth served that experience disabilities, and the percentage of youth served that are eligible to receive free or reduced price lunch.

Values:

**Percent of Youth Served Experiencing Disabilities**

Average percent	15
Median percent	7

**Percent of Youth Served Eligible to Receive Free or Reduced Price Lunch**

Average percent	63
Median percent	65

[Return to Figure 10: Percent of Youth Served Experiencing Disabilities and Percent of Youth Served Eligible to Receive Free or Reduced Price Lunch](#)

**Figure 11: Percent of Participants who Identify with the Gender Categories Listed**

Overview:

This table shows the gender categories in the left-hand column, with the average percent of youth served that identified with gender categories in the second column, and median percent in the third column. Mini bar charts are included at the right-hand side of the chart, with bar length corresponding to average percentages.

Values:

Gender	Avg %	Med %
Female	47	48
Male	46	48
Gender fluid	2	0
Agender	0	0
Unidentified	4	0
Female	47	48

[Return to Figure 11: Percent of Participants who Identify with the Gender Categories Listed](#)

**Figure 12: Percent of Participants who Identify with the Racial or Ethnic Categories Below**

Overview:

This table shows each racial or ethnic category in the left-hand column. The average percent of youth served (averaged across all reporting grantees) is in the second column, followed by the median percent in the third column. Mini bar charts are included on the right-hand side, where bar length corresponds to average percent for each category.

Values:

Racial or Ethnic Category	Avg %	Med %
Hispanic	20	11
Native Hawaiian or Other Pacific Islander alone, non-Hispanic	1	0
Asian alone, non-Hispanic	4	1
American Indian or Alaska Native alone, non-Hispanic	3	1
Black or African American alone, non-Hispanic	12	3
White alone, non-Hispanic	49	53
Multi-racial (belonging to more than one), non-Hispanic	8	5
Some other race alone, non-Hispanic	2	0

[Return to Figure 12: Percent of Participants who Identify](#) with the Racial or Ethnic Categories Below

### Figure 13: Grant Processes

Overview:

The table shows three parts of the grant process, including the application process, communication, and ease of reporting. Grantees rated each part of the process out of 4, and scores for all three parts of the process averaged above 3. Scores for each part of the process are shown in the second column. Mini bar charts are included, where bar length corresponds to average score.

Values:

Average scores calculated on a scale from 1 (many changes needed) to 4 (no changes needed).

Grant Process Question	Average score
How would you rate the APPLICATION process?	3.2
How would you rate the COMMUNICATION as our teams reviewed and screened your application?	3.4
How would you rate the EASE OF REPORTING?	3.1

[Return to Figure 13: Grant Processes](#)

### Figure 14: How Did You Collect Demographic Data?

Overview:

The table shows each category of demographic data on the left-hand side, followed by 5 categories of data collection methods organized by column. For each category of data collection, a count and percentage of grantees who used that method is included, along with a mini bar chart, where length corresponds to percentage.

Values:

-	Collected from registration forms		Collected from surveys		Collected from conversation with family or youth		Observation / estimation		Other	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Category of demographic data										
Grade Level	298	82%	43	12%	88	24%	75	21%	22	6%
Experiencing disabilities	186	51%	31	9%	156	43%	135	37%	43	12%
Gender	264	73%	38	10%	73	20%	96	27%	26	7%
Race and Ethnicity	192	53%	48	13%	91	25%	136	38%	55	15%
Eligibility to receive free or reduced price lunches	142	39%	41	11%	80	22%	71	20%	131	36%

[Return to Figure 14: How Did You Collect Demographic Data?](#)