

Appendix 1-A

Oregon Commission on Children and Families SB555 Common Language

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In order to examine outcomes consistently across all counties, all state agency partners need to use a common framework and language. The Governor has adopted federally-recommended language² in his 2001 Budget, and each of the state agencies will gradually make the transition from its own language to the new common language. The new language is similar to terms used in *Building Results*³, which has been used by the Oregon Commission on Children and Families. The following definitions of key terms, and a table with examples of each term found at the end of this section, should help planners become comfortable with the new common language.

Goals: Overall *statements of well being*, used to organize high-level outcomes into categories. For example, OCCF uses four goals from *Building Results* -- strong nurturing families, healthy thriving children, positive youth development, and caring communities. One high-level outcome might fall under more than one of these goals; for example, increasing immunization rates among two-year-olds might be seen as related to two OCCF goals - strong, nurturing families and healthy, thriving children.

Outcomes: An outcome is an event or condition of importance that is, at least partially, the result of a service or product provided. Two types of outcomes can occur.

High-level outcomes: A high-level outcome is a desired result in societal health or well being, *measured* as some percentage of the population achieving the desired result. Oregon Benchmarks are considered high-level outcomes. For example, the high-level outcome "improve readiness to learn" is a key Oregon Benchmark and is measured as the percentage of children entering school ready to learn. High-level outcomes frequently are long-term measures, in that it may take many years to demonstrate progress.

Intermediate outcomes: Measures of progress toward a high-level outcome. Intermediate outcomes (known as "performance outcomes" in *Building Results*) "should be strongly and empirically connected to wellness goals and Benchmarks. Such outcomes define the intermediate or interim steps needed to achieve these goals and [high-level outcomes]." They offer a measure of *effectiveness* of an activity or an entire program that is performed by one or more agencies, either in terms of quantity (amount, frequency) or quality. Intermediate outcomes may be circumstances (e.g. homelessness), behavior (e.g. drug use), skills or knowledge (e.g. math level), or attitudes (e.g. perception that agency is effective). Customer satisfaction measures are considered intermediate outcomes.

¹ Oregon Commission on Children and Families (2001). Coordinated Planning for Children and Families Phase II Senate Bill 555 Planning Manual.

² The State Department of Administrative Services and the Legislative Fiscal Office have also adopted this language (from the Government Accounting Standards Board) defining performance measurement terms.

³ *Building Results: From Wellness Goals to Measurable Outcomes* was written in 1997 by Clara Pratt and other faculty of the Oregon State University Family Policy Program. *Building Results* guidebooks are available from the Oregon Commission on Children and Families. (503) 373-1570 or <http://www.ccf.state.or.us>

Continuing with the example above, the intermediate outcome of "percentage of families where an adult regularly reads and talks with a child" is believed to lead to the high-level outcome of "improved readiness to learn."

Intermediate measures generally are a shorter-term measure of progress towards achieving high-level outcomes. Intermediate outcomes may also be a high-level outcome for a subset of a population. For example, if a county focuses supports and services around a particular group of fifteen-year-olds with the intention of reducing juvenile crime for this population, then the juvenile crime rate for this particular group could be an intermediate outcome. This is true even though reduction of juvenile crime for the overall population is a high-level outcome.

Outputs: The amount or frequency of an agency's product or service. Outputs contribute directly to achievement of an intermediate outcome. The output of "the number of adult mentors in high schools" is believed to impact the intermediate outcome of "the percentage of high school students who have a relationship with an adult mentor," which in turn contributes to increasing high school graduation. Outputs are defined similarly in *Building Results*.

Comparing the above terms from the perspective of an agency's degree of control and responsibility, outputs are completely under the control of the agency, intermediate outcomes may or may not be within the control of the agency, and high-level outcomes are beyond the control of a single agency.

Targets: The desired value of an output or outcome at a particular point in time. Targets will change over time, as communities become more productive and effective. As stated in *Building Results*, "targets are especially important to quantify outputs and outcomes. For example, a teen sexuality education and peer support program may set targets to quantify exactly what activities the program will do with whom (outputs) and what is the intended result (outcome), such as (a) 50 high-risk girls will participate in a year-long, weekly sexuality education and peer support program (output target); and (b) as a result, at least 90% will avoid pregnancy through abstinence or reliable use of contraception (outcome target). Stating targets enables programs to more fully monitor their activities and outcomes."

The table below lists all the SB555 high-level outcomes.

Table 1-1: Goals and 19 High-level Outcomes for SB555 Local Plans

Goals	High-Level Outcomes and Related Measure ⁴
<p>Stable families <i>or</i> Strong, nurturing families <i>or</i> Improve family well-being</p>	<ol style="list-style-type: none"> 1. <i>Reduce adult substance abuse</i>, as measured by the percentage of adults who abuse or are dependent on alcohol or other drugs 2. <i>Reduce domestic violence</i>, as measured by the number of reported cases of domestic violence per 1,000 Oregon adults 3. <i>Reduce poverty</i>, as measured by the percentage of Oregonians with incomes below 100% of the Federal poverty level*
<p>Age-appropriate child development <i>or</i> Healthy, thriving children <i>or</i> Improve child/adolescent health</p>	<ol style="list-style-type: none"> 4. <i>Reduce child maltreatment</i>, as measured by the number of children who are abused or neglected per 1,000 persons under age 18* 5. <i>Improve prenatal care</i>, as measured by the percentage of babies whose mothers received early prenatal care* 6. <i>Increase immunizations</i>, as measured by the percentage of two-year olds who are adequately immunized* 7. <i>Reduce alcohol, tobacco and other drug use during pregnancy</i>, as measured by the percentage of infants whose mothers used alcohol, tobacco and other drugs during pregnancy* 8. <i>Increase child care availability</i>, as measured by the number of child care slots available for every 100 children under age 13 9. <i>Improve readiness to learn</i>, as measured by the percentage of children entering school ready to learn* <ul style="list-style-type: none"> <i>Improve third grade reading</i>, as measured by the percentage of third graders achieving established reading skill levels*+ <i>Improve third grade math</i>, as measured by the percentage of third graders achieving established math skill levels*+

⁴ *indicates this measure is an Oregon Benchmark

Goals	High-Level Outcomes and Related Measure ⁵
<p>Positive youth development or Healthy, thriving youth or Decrease risky behavior among adolescents</p>	<p>10. <i>Decrease teen alcohol use</i>, as measured by the percentage of eighth grade students who report using alcohol in the previous month*</p> <p>11. <i>Decrease teen drug use</i>, as measured by the percentage of eighth grade students who report using illicit drugs in the previous month*</p> <p>12. <i>Decrease teen tobacco use</i>, as measured by the percentage of eighth grade students who report using tobacco products in the previous month*</p> <p>13. <i>Decrease juvenile arrests</i>, as measured by the number of juvenile arrests per 1,000 juveniles in Oregon*</p> <p>14. <i>Maintain OYA bed use**</i>, as measured by compliance with the discretionary bed allocation at Oregon Youth Authority</p> <p>15. <i>Reduce juvenile recidivism</i>, as measured by the percentage juveniles with a new criminal referral to a county juvenile department within twelve months of the original criminal offense.</p> <p>16. <i>Reduce teen pregnancy</i>, as measured by the pregnancy rate per 1,000 females 10-17*</p> <p>17. <i>Decrease youth suicide</i>, as measured by the number of suicide attempts by minors per 1,000 youth age 12-19</p> <p>18. <i>Reduce high school dropout rate</i>, as measured by the percentage of public high school students who drop out of grades nine through twelve in any given year*</p> <p><i>Improve eighth grade reading</i>, as measured by the percentage of eighth graders achieving established reading skill levels.*+</p> <p><i>Improve eighth grade math</i>, as measured by the percentage of eighth graders achieving established math skill levels.*+</p>
<p>Supportive communities or Caring communities or Increase community mobilization and Increase systems integration</p>	<p>19. <i>Increase volunteerism</i>, as measured by percentage of Oregonians who volunteer at least 50 hours of their time per year to civic, community, or non-profit activities*</p> <p><i>Increase community engagement</i>, as measured by percentage of Oregonians who feel they are part of their community*</p> <p><i>Increase systems integration</i>, as measured by the percentage of key agencies that collaborate in planning and service delivery for children and families+</p>

⁵ *indicates this measure is an Oregon Benchmark