

Purpose of Biennial Plan Update

Oregon Administrative Rules require counties to conduct a biennial update of their coordinated comprehensive plans for children and families. The update, along with additional tracking and reporting on outcomes, completes the phase in of Senate Bill 555 (1999). This update process provides counties with an opportunity to:

- reassess the original plan to test its relevancy to current community conditions and expectations;
- revise the plan to incorporate significant changes in funding levels;
- refine priorities, strategies, and outcomes based on updated information;
- expand, strengthen, or acknowledge effective partnerships through discussion of priorities and strategies in the plan; and
- communicate successes and challenges with state partners.

After reviewing the current comprehensive plan, if counties find that changes need to be made – in priorities and strategies or in other sections – the Executive Summary should be revised and distributed to local users of the plan.

- I. Due dates, formatting, other technical requirements
 - Completed plan updates are due Tuesday, **June 30, 2004**
 - Board of County Commissioner signatures on plan updates are required
 - Deliver two complete hardcopies to the OCCF office.
 - Submit one electronic copy to Pat Pitman or Marsha Clark using the First Class system. Or, submit your information on a disk.
 - Include any separate plan changes that you did not list directly on the template document.
2. Other information
 - The plan update will be available as an electronic document so that most responses to the questions can be input directly into the template format.
 - Supplemental information for data reporting (Step 8) will be provided no later than March, 2004.
 - Expenditure information is not included in these guidelines. That information already is provided in the Common Allocation Form.
3. For questions or technical assistance:
Pat Pitman, Oregon Commission on Children & Families (503) 373-1570 (ext. 223)
Marsha Clark, Oregon Commission on Children & Families (503) 373-1570 (ext. 244)
Becky Eklund, Oregon Criminal Justice Commission (503) 986-4569
Karen Andall, Oregon Youth Authority (503) 373-7234
Barbara Cimaglio, Department of Human Services (503) 945-6998

Biennial Update Guidelines

The guidelines have three parts:

- Part 1 -- reporting on the plan update process and partners involved,
- Part 2 -- communicating about plan implementation and changes since January 2002, and
- Part 3 -- optional questions to communicate additional information to enhance the local process or provide additional information to state partners.

Part 1. Plan Update Process and Partnerships

1.a.) Please outline the process you used to complete the plan update in your county. Provide enough detail to show the decision-making process used.

(Insert answer here, or attach as separate page)

1.b.) Attached on page 9 is a list of categories of partners. Please indicate by checkmark which partners participated in this Plan Update process.

1.c.) What new partners have been added since the 2001 planning process? What is their role? Have any stopped participating? For what reason?

List in the following table:

New Partners	Added to a strategy?	Partners that Left	Reason, if known
<i>Boys and Girls Club</i>	<i>No – but potentially in the future</i>	<i>Partners for a Better Tomorrow</i>	<i>Unable to spare staff to attend meetings</i>

1.d.) An optional questionnaire for assessing partnerships is cited in Part 3 on page 8.

Part 2 – Plan Implementation

2. Reviewing the plan

2.a.) *Data and data analysis* -- What significant differences, if any, in the county population were shown in the current demographic data?

- No significant differences in the data
- The following are the most significant differences in the data. *List significant differences by area and impact (in numbers or percentage or both). List as many as apply.*
Example: Teen pregnancy rate increased by 10 girls (14%) since 2000 data.

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- _____
- _____
- _____
- _____

2.b.) *Priorities & strategies:* After county partners review the current priorities and strategies, list any changes made for 2004-06 or attach a copy of revised section(s) with changes clearly indicated.

- Changes were made to the plan and reported in the table below
- Changes were made to the plan and the revised section(s) from the plan is attached
- Changes already reported on Short Term Plan Update
- No significant changes in the priorities or strategies

High Level Outcome	Change in Priority and/or Strategy	Comments (optional)
HLO #6 Decrease 8 th grade tobacco use	Delete: strategy 6.1.a. Public awareness campaign Add: 6.1.a. Life skills curriculum offered in after school programs for 6 th & 7 th graders	

2.c.) (*Step 8 -Measurement*) As a result of your plan review, did your county make any changes in the measurement area?

- No changes at this time.
- Changes were made to the logic model or data collection plan: Please attach revised version.
- Changes were made to the targets: List in the following table, or attach revised version.

Strategy	Old Target	New Target	What data or condition indicated need for change?
#4.b. – Early violence prevention	80% of youth will have no new referrals after completion of system intervention or sanction	65% of youth	A major program working on this strategy was eliminated, due to funding.
#11.e. – Access to alcohol and drug treatment services	10% increase in self-referrals to alcohol treatment services	20% increase from baseline	Results already far exceed the target.

2.d.) What other changes, if any, were made to the Plan?

- No other changes
- Changes made, but already reported in the Short Term Plan Update
- Changes to other parts of the plan: Describe, or attach revised section(s)
Describe plan changes other than priorities and strategies here, or attach the revised section(s) from the plan

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3. Progress with Implementation of Priorities and Strategies

3.a.) Which of the following methods do you use to regularly assess your county's progress in implementing the local comprehensive community plan (check as many as apply):

- Regular meetings with partners specifically to discuss progress (or as a specific agenda item at a meeting)
- Work plans/action plans
- Signed Interagency Agreements
- Common data base used by multiple organizations
- Step 8 data collection results
- Presentations to community organizations
- Evaluations
- Other _____
- Not currently tracked

3.b.) Is the local community mental health plan included in or attached to your county's comprehensive plan?

- Yes
- No. If no, when do you anticipate that it will be attached? (date) _____

3.c.) Is the local community public health plan included in or attached to your county's comprehensive plan?

- Yes
- No. If no, when do you anticipate that will it be attached? (date) _____

4. What are your successes related to implementation of the plans?

4.a.) Our county's efforts to better coordinate and improve services have resulted in:

- No change in programs and services
- Improved coordination with no change in programs or services
- Improved coordination with change in programs or services
- Change in programs or services only
- Other _____

4.b.) See optional question in Part 3, page 8.

4.c.) Many counties have made significant improvements in programs, services and supports for their diverse populations. Please briefly highlight what your county has done in the past two years to improve services to *all* residents as a result of partnership efforts. Are there things you have done or learned that other counties might find helpful? Who was involved and how did you make it happen?

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Example response: Curry County organized a diversity committee in 2002 to identify how to better engage its diverse populations, which are a small proportion of the overall population, in the planning and delivery of services. The committee has fourteen members, including representatives from American Indian, Hispanic, Disabled, Gay, Men, Mentors and Youth groups. The committee has identified countywide changes at the organizational level that are leading to improved access to services. For example, the committee is developing specific criteria to evaluate programs and proposals. They are also working towards community wide awareness events. The committee meets bimonthly. Recent budget reductions severely limit the committee's access to training and ability to interact with other organizations of similar purpose throughout the state.

5. What is slowing your progress in implementing the plan?

5.a.) What barriers to implementation has the partnership encountered? (Check as many as apply)

- Community capacity
- Program capacity (waiting lists, etc.)
- Key leader or key staff turnover
- Partners unwilling to participate
- Partners unable to participate/Lack of staff time
- Inadequate financial resources
- Complexity of implementation
- Inflexible state administrative rules or statutes
- Lack of support from businesses and other community organizations
- Ability to fund best practices programs with current funding
- Other _____
- Other _____

5.b.) Besides inadequate financial resources, which one of the following conditions has the *most* impact on your partnership's ability to achieve plan outcomes? (Check only one)

- Community capacity
- Program capacity (waiting lists, etc.)
- Key leader or key staff turnover
- Partners unwilling to participate
- Partners unable to participate/Lack of local staff time
- Complexity of implementation
- Inflexible state administrative rules or statutes
- Lack of support from businesses and other community organizations
- Other _____
- Other _____

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- 5.c.) From the list in question 5.a. above, are there barriers that state agencies could resolve or reduce? If so, please list in the following table and tell your thoughts about what needs to be done.

Barrier	Proposed Actions
<i>Agency X's administrative rules limit expenditures to a certain age range. If children 1-2 years younger also could be served, then the Boys & Girls Club will agree to be a partner in the strategy, which will greatly expand the reach of that strategy.</i>	<i>Agency X should consider revising its administrative rule, or creating an exceptions or waiver process.</i>

6. Impacts of local plans for state agency 2005-07 budgets.

- 6.a.) Which of the following areas have gaps that are the most critical to fill in your county in order for your county to achieve the plan outcomes? Please limit the number checked to **ten**. Add any additional areas relevant to your county's continuum of services, but avoid listing specific programs.

Juvenile Crime	Alcohol and Drug	Early Childhood	Other Systems and Cross-system Supports
Basic services (JCP)	Alcohol and drug treatment services for adults	Home visiting	Mental health services for adults
Aftercare support	Alcohol and drug treatment services for youths	Child care (hard to find*)	Mental health services for children and youth
Diversion services	Alcohol and drug prevention services – access to services	Child care (affordable)	Health care access
Juvenile crime prevention – access to services	Alcohol and drug prevention – changing community norms, public awareness	Preschool	Access to contraceptive information
Involve families in family therapy and prevention efforts	After care support	Early childhood workforce development	Youth suicide prevention
(continued)			

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Juvenile Crime	Alcohol and Drug	Early Childhood	Other Systems and Cross-system Supports
Other _____	Other _____	Other _____	Emergency shelter
			Foster care
			Family support services to higher risk families
			Domestic violence services
			Domestic violence awareness & education
			After school activities
			Alternative education
			Truancy/school attendance
			Workforce training
			Positive youth development activities
			Mentoring
			Parenting education
			Provider training
			Safe, decent, affordable housing
			Transportation
			Living wage jobs
			Other _____
			Other _____

** Includes infant and toddler, after hours, special needs, match with home culture, etc.*

Thank you! This completes the plan update. Optional questions to enhance the information are on the next pages.

Part 3 - Optional Questions

1.d. Plan Update Process and Partnerships

(Optional) Counties that want to assess their group functioning, service delivery coordination, and progress in collaboration can use questions from a recent survey of the early childhood system and expand it to other systems. Relevant portions of that questionnaire are posted on First Class and soon will be available at www.oregonpcf.org.

4.b. What are your successes related to implementation of the plans?

Explanation: Success stories from across the state help illustrate the valuable work being done in counties.

(Optional) Based on question 4.a., what change in services and supports to children and families has occurred as a result of planning and partnership work in your county, please describe who was involved and how did those partners make it happen? (Note: being able to maintain a service or activity through partnership efforts, despite budget cuts, may be a compelling success in your county and would be a potential response to this question.)

Examples include using the plan as part of county budget decisions, attracting additional local or grant funding, streamlining intake paperwork, etc.

8. Other question for discussion

Explanation: Best practice in strategic plan updates is to avoid bureaucratic discussions and ask participants thought-provoking questions instead, in order to ensure the vitality and ongoing usefulness of the plans. That is the intent of the following question. In addition, the responses could be valuable as a way to demonstrate the link between prevention and the economy, both locally and aggregated statewide.

(Optional) If Oregon had a logic model around economic development and you were asked to select one strategy or one priority with multiple strategies from your plan that most contributes to Oregon's economy, which one would it be? Is this a strategy or priority you are actively implementing or is it receiving only minimal attention due to funding? (Examples: family literacy programs [to improve workforce skills], youth mentoring programs or intensive supervision [increased school success leading to better educated workforce], etc.)

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Question 1.b. - Checklist of Plan Update participants

Put a check beside any of the following people or organizations that participated in the plan update in some way. Check as many as apply. Additional categories may be added as needed. See the explanation and rationale for this question for more discussion of participants in the plan update process.

Community residents:

- General population
- Youth
- Clients/consumers
- People with special needs
- Groups of diverse populations
- County human services agency
- Other county government entity

Juvenile justice:

- Juvenile departments
- Parole/probation
- Service providers

Dept. of Human Services:

- Abuse and neglect
- Food, cash, housing
- Disability services
- Service providers
- Safety Net

Alcohol & drug prevention

- Prevention coordinators
- Service providers
- Public health departments
- Local mental health authority
- Mental health organizations
- Domestic violence organizations
- Advocacy groups
- After-school programs
- Child care providers
- Child Care resource and referral
- Early childhood team representatives
- Early Intervention/Early Childhood Special Education
- Head Start/Oregon PreKindergarten
- Businesses
- Chamber of Commerce
- Service Clubs
- Faith Community
- Tribal governments
- Police
- Neighborhood coalitions

K-12 education:

- Specific schools
- Parent teacher associations
- School Board
- School district
- Alternative schools
- Educational Service District
- Community Action Agency
- Community Partnership Teams

Other _____

Explanation and Rationale

Question 1. Each county will develop its own update process. At a minimum, representatives from the early childhood system, juvenile crime prevention, and alcohol and drug prevention must participate. All major partners should have a clear understanding that this is a formal partnership process and be aware of when and how it will be completed in your county. State partners are very interested in knowing the extent of participation. However, participation is not expected to be as extensive as it was in the development of the 6-year Community Plan. The partners involved in implementing Senate Bill 555 (1999) are specified in Oregon statutes. The requirement for a biennial update is in Oregon Administrative Rules. Counties are encouraged to expand and reinforce planning partnerships with community support systems, businesses, faith community, and groups representing diverse populations.

Many of the benefits of planning are due to the partnerships that develop as part of the process. Continuing to expand partnerships in services and supports for children and families at the state and local level is a goal of the Partners for Children and Families.

Question 2. Sound planning is based on data. Local partners should review readily-available information about the status of their children, youth, and families for any notable changes since 2000-01. For example, detailed census data not available at the time the plans were being written, are now available. If plans are to influence state policies and budgets, they must be reliable, reflecting current conditions in the county. A biennial review using data as the basis for decisions improves the credibility of the actions recommended in the plan.

After reviewing the plans, if counties find that changes need to be made to their plans – in the priorities and strategies, or in other sections -- users of the plans should be given the latest version and understand what has changed in the contents.

Question 3. Most of the information that describes implementation progress in terms of results will come from the “Step 8” data collection. A data collection format will be provided in March, 2004, after pilot counties complete their work. State partners are interested in how progress is tracked, as well as the coordination with other community plans.

Question 4. Stories from the Counties

In addition to measurable expenditure and outcomes information that is reported, stories provide real-life examples of the impacts that collaborative efforts are having on improving services and supports for children and families. These stories are important in strengthening our collective ability to describe the value of partnership work that occurs across Oregon to the Governor, legislators, and the public. If your county has a success story, you are encouraged to tell it so that others can learn from your work. Stories should describe activities/accomplishments that probably wouldn't have occurred prior to Senate Bill 555. Examples include stories about volunteers, business partnerships, changes in a family's situation as a result of partnerships, etc.

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The work of partnerships and results is much more than data alone can portray. These questions seek information from counties which state partners can use to explain local efforts in terms of system improvements. The required response is because of the statutory requirement to improve access to all children through comprehensive planning. Training is currently available to help counties in tailoring services to be respectful of all residents.

Question 5. There are a variety of barriers to plan implementation – some due to agency rules, some due to community infrastructure, some due to funding, etc. Questions 5.a.-c. ask what those barriers are and what possible solutions exist to address them.

Question 6. This question is included to gather updated information on gaps since 2002. This is NOT intended to require a thorough gaps assessment, just an update based on the collective knowledge of the planning participants.

This question has a direct bearing on state budget discussions. All areas listed are essential parts of a needed continuum of services for ages 0-18 and families, and gaps can be identified in many of these areas. Counties are asked to limit the number selected, however, to inform state agencies on where the areas of most critical gaps exist. Items on the list were compiled from Phase II strategies and Phase I gaps.