

Navigating a Way Forward: Integrated Place-Based Support for Children and Families

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Program logic in context

- PL is one technique or system for developing and monitoring projects
- It works with rather than replaces other key processes such as
 - Community Consultation
 - Vision and mission statements
 - Strategic plans
 - Implementation plans
 - Activity work plans (service delivery plans)

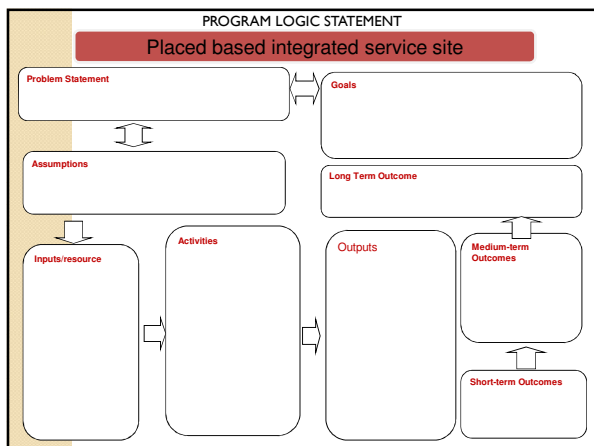
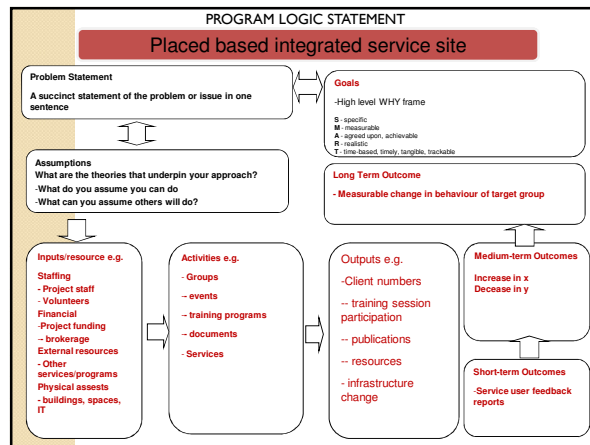
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Logic models

“Planning for evaluation begins with the development of a logic model ideally incorporating the theory of change and, in complex environments like the CP, the contextual factors that are likely to influence implementation and outcomes.

A logic model ensures shared understanding of the issue to be addressed, the reasons underlying the choice of strategy to address the issue, how the strategy will be delivered and the expected outcomes. Logic models should be developed and agreed upon by all of the agencies and stakeholders involved”.
(Working Together: Multi-Agency Collaboration and Child Protection on the APY Lands 2 – Unpublished report ACCP 2010)

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Problem Statement

Characteristics of the population or problem that is to be addressed

- Disadvantaged and under-served areas
- Many families with complex needs
- Many children in poor home environments
- Great diversity of family backgrounds and composition
- Many families with poor social supports

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Characteristics of the services where the population lives

- No integrated holistic services for families with complex needs
- No single source of information for parents
- Coordination between services is limited
- Services are limited or have waiting lists
- Services and facilities are hard to access
- Services may be of variable quality
- Difficulties in engaging and retaining staff

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Goal

To develop an approach to service delivery that delivers significant outcomes for vulnerable children and families on a socially inclusive, broad and comprehensive scale.

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Assumptions

- That non-integrated services allow families to address immediate needs without developing capacity for change and growth
- Better services will allow practitioners to support families to address complex issues and change problematic behaviours
- That services are able and willing to integrate

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Inputs/resource

Resources to address the population's needs

- National Framework for Protecting Australia's Children
- National Compact between Govt and Third Sector
- Social inclusion agenda
- State Govt early childhood agenda (Virtual Village Report, Fraser Mustard Report)
- Australian Govt Family Support Program
- Workforce Development – for Parent & Children's Centre staff and for managers
- Resources – *Framework* (CCCH, 2008)

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Inputs/resource

Resources to address child/family needs

- Staffing
 - CFC workers
 - Volunteers
 - Other agency staff
 - Parents as peers
- Funding
 - Specific program (CFC) funds
- External
 - Agency participation & referral services

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Activities

Actual programs and activities provided

- Timely information
- Early identification and prompt referral
- Health, parenting and family support services for parents (including Home Visiting)
- Early learning and care programs for children
- Opportunities and support for playgroups
- Case coordination and outreach support for vulnerable families

- Dr Tim Moore Centre for Community Child Health (March 2010)

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Outputs

Service Outputs

- Services tailored to needs of children and families

Community output

- Parents and stakeholders involved in planning and evaluating services
- Reliable local source of information and support
- Use of facilities by parent and community groups

Administrative output

- Single entry point
- Integrated data collection
- Part of a comprehensive service system

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Short-term Outcomes (1-2 yrs)

Integrated service delivery

- Service outcomes start to emerge
- Services and other early childhood initiatives are expected to work together more effectively.
- Duplication of services and gaps in service provision will begin to be identified and, where possible, addressed.
- We expect to see effective pathways between services or other activities forming. Families should be in a position to know where to find appropriate support services

Families

- Families can contribute - increasing their sense of empowerment
- Families do not have to repeat their stories, more dignified, less stressful
- Friendly, normalised spaces where families have some ownership
- Parent participation, parent driven, parent governance
- Transformed power relationships through partnership
- Parent wisdom and knowledge is shared more widely and all participants' knowledge is pooled and used

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Medium-term Outcomes (2-3 yrs)

Integrated service delivery

- Better referral systems
- Shared information systems/protocols
- Parent participation, parent driven, parent governance
- Transforms power relationships through partnership
- Parent wisdom and knowledge is shared more widely and all participants' knowledge is pooled and used
- Child and family outcomes start to emerge
- As a result of improved service provision and coordination, we expect first reports of improved outcomes for children and families accessing services or other early childhood initiatives.
- Improved outcomes could include better parenting skills, improved diet during pregnancy and more appropriate access to services.

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Long Term Outcome (3-5+ yrs)

- Community outcomes start to emerge
- Expectations are that child and family outcomes will start improving within the whole community (eg. a more trusting and safer community & willingness to participate in community activities)
- Service delivery changes will be mainstreamed.
- People hardest to reach will be more engaged.

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Does it work?

The 2005-08 National Evaluation of the impact of Communities for Children found that there were:

Higher levels of:

- vocabulary & verbal ability in children of mothers with year 10 education or less
- involvement in community service activities of mothers with year 10 education or less
- Less hostile /harsh parenting
- Fewer children in jobless households

Increased:

- parental perception of social cohesion in communities
- interagency working and cooperation
- coordination between services

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Some Guiding principles

- Integrated and holistic support
- Early intervention
- Universal and inclusive service provision
- Relationship-based and family-centred practice
- Cultural sensitivity
- Multi disciplinary – different disciplines respect, work across, understand, each other
- Collaborate rather than compete
- Strengths based
- Better use of relationship
- Provides support to particular agencies at time when they may require additional support
- Effective case conferencing

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- ### SA C4C Site Learnings
1. Service system collaboration
 2. Bottom up approach
 3. Sustainability
 4. Child friendly communities
 5. Child/family inclusive practice
 6. Valuing fatherhood
 7. Integrated service delivery
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R e l a t i o n s h i p s	Co-operation	Coordination	Collaboration
	Low trust – unstable relations	Medium trust – based on prior relations	High trust – stable relations
	Infrequent communication flows	Structured communication flows	Thick communication flows
	Known information sharing	Project related and directed information sharing	Tacit information sharing
	Adjusting actions	Joint projects, joint funding, joint policy	Systems change
	Independent/autonomous goals Power remains with organization	Semi-independent goals Power remains with organizations	Dense interdependent relations and goals Shared power
	Resources – remain own	Shared resources around project	Pooled, collective resources
	Commitment and accountability to own agency	Commitment and accountability to own agency and project	Commitment and accountability to the network first
Relational time frame requirement – short term	Relational time frame Medium term – often based on prior projects	Relational time frame requirement – long term 3-5 years	

Source: Keast & Brown, 2003; Keast et al 2007

- #### What ingredients contribute to the development of an excellent and committed team that can deliver joined up services?
- The development of multidisciplinary, interdisciplinary and trans-disciplinary solutions at the point of service delivery should be considered a higher priority
 - Integrated teamwork requires strong leadership
 - Need to clarify the objectives of integrated working
 - Need to progress from coordination to collaboration of interagency working
 - Need for research that investigates the process by which successful integrated work takes place
- 'Improving development outcomes for children through effective practice in integrating early years services' (L&J Siraj-Blatchford (2009) , Centre for Excellence and Outcomes in Children and Young Peoples Services
- Children Communities Connections 2010 Conference