A ‘community of schools & services’ [COSS] model

‘Collective Impact’ – A new paradigm

David MacKenzie: UNISA & Swinburne University

SEPTEMBER 2017
The need for system reform
Geelong  (circa 2012-13)

- 913 young people entered the Homelessness System in Geelong - ↑4% per annum;

- 88% (806) young people entering homelessness not engaged in Education, Training and Employment;

- 2% of young people accessing short-term crisis accommodation returned home following support;

- Low educational outcomes;

- Youth unemployment in Geelong more than 30%.
A systems model for vulnerable youth (causal loop diagram)

- **At-risk of early School Leaving**
- **Early School Leaving**
- **Risk of homelessness**
- **Youth Homelessness**
- **Vulnerable families**
- **Functioning young adults**

**Symbols:**
- **S** - same, i.e., if risk of homelessness goes up then youth homelessness goes up.
- **O** - opposite, i.e., if early intervention goes up then early school leaving goes down.

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**Legend:**
- **At-risk of early School Leaving**
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Rethinking & Reframing

How we frame problems shapes the policies and programs developed in response

Social Constructionism

Systems only make sense in communities

Place-based policy

Homelessness focused on 'chronic' homelessness and crisis services

Early Intervention

A place-based early intervention system reform deals with whatever incipient youth issues are manifest

Flexible practice platform
A System Reform Agenda

• A collective and agreed approach for joint activities to achieve a common vision;

• A local community, place-based governance framework;

• Proactive identification of young people at-risk - prior to crises;

• Practice Reform: Re-tool the workforce from youth and community workers to youth and family workers;

• Common data collection and outcomes measurement across all participants and activities – aligned effort, data informed practice and inter-accountability.
The Geelong Project

The ‘community of schools and services’ model of early intervention

[COSS MODEL]
Foundations of TGP/ COSS Model

**COLLABORATION**

‘community of schools and services’

**COSS Model**

**EARLY IDENTIFICATION**

‘Population Screening’

**AIAD – Australian Index of Adolescent Development**

**PRACTICE FRAMEWORK**

- Multi-tiered;
- Flexible;
- Dynamic over time;

**LONGITUDINAL OUTCOMES MEASUREMENT**

- Reduced family conflicts & homelessness;
- Less early school leaving;
## ‘Collective Impact’

<table>
<thead>
<tr>
<th>Common Agenda</th>
<th>All participants have a shared vision for change, a common understanding of the problem(s), and joint approach through agreed actions and interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shared Measurement</td>
<td>A consistent collection of data and measurement of results across all participants and activities – aligned effort and inter-accountability</td>
</tr>
<tr>
<td>Mutually Reinforcing Activities</td>
<td>Differentiated activities but coordinated and collaborative through a mutually agreed plan(s) and reinforcing action(s)</td>
</tr>
<tr>
<td>Continuous Communication</td>
<td>Consistent, open communication to build trust, keep a focus on mutual objectives and to maintain a common motivation and long-term commitment</td>
</tr>
<tr>
<td>Backbone Support</td>
<td>Creating and managing ‘collective impact’ requires real work and skilled staff to support and coordinate the activities of participating organisations</td>
</tr>
</tbody>
</table>

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**A ‘Community of Schools & Services’ COSS Model of Early intervention**
Foundations of TGP/COSS Model

TGP EXECUTIVE GOVERNANCE GROUP

- Swinburne (SUT) (Data support, R&D)
- Geelong Schools (Educational outcomes)
- Other Agencies (specialist services)

TGP OPERATIONS GROUP
BCYF/Schools/LLEN/SUT

Barwon, Child, Youth & Families (BCYF) – Key Agency
## AUSTRALIAN INDEX OF ADOLESCENT DEVELOPMENT

### ‘population screening’

- **PRE-CRISIS IDENTIFICATION OF RISK**
  - Indicators of risk

- **PRIVACY & CONSENT**
  - Privacy Consultant engaged to develop appropriate consent and assent mechanisms
  - Whole of school, systematic approach to participation, consent and privacy.

- **CO-LOCATION & COLLABORATION:**
  - TGP Intake Workers co-located with School Wellbeing Staff
  - At-risk register – ongoing monitoring

### COMPLETION INSTRUCTIONS

1. **Gender:**
   - Male
   - Female

2. **Age:**

3. **Cultural Background:**

4. **Youth Allowance:**
   - Australian index of adolescent development

5. **Living situation:**
   - (Mark one only)
   - Boarding with another family
   - Family owned house/flat
   - Supported Accommodation (e.g. a youth refuge etc)
   - As part of a population group
   - One parent
   - One parent and a step-parent/de-facto partner
   - One parent and a non-related person(s)
   - Foster parents or carer
   - Relative
   - Siblings
   - Friend(s)
   - Live alone
   - Non-related person(s)
   - Relatives

6. **Your Family (mark one only):**

7. **Some issues:**

### AUSTRALIAN INDEX OF ADOLESCENT DEVELOPMENT

**Completing the questionnaire:**

- Your answers to various questions will be treated in strict confidence. A few questions might seem a little personal, but please have the confidence to answer honestly.
- Rub out any mistakes or stray marks.
- Do not use a red pen.
- Use a black or blue pen or pencil.
- Completely fill in the oval of your choice.
- If there is a WRITE-IN box, please complete like this:

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**AIAD**

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EARLY IDENTIFICATION
‘population screening’

School ID of students at-risk

AIAD survey data

AIAD analysis

Identified at-risk students

Screening interview

AIAD followup of absentees
From EARLY ID to Youth-Focused & Family-Centred INTERVENTIONS

Screening Process

Joint Decisions

Tier 1
- Secondary Consultation
- Some risk Active Monitoring
- Referrals to TGP/MGP

Tier 2
- Case Management
- Short-term intervention
- Referrals to TGP/MGP

Tier 3
- Wrap-around Case Work
- Systematic monitoring within school supported by TGP/MGP

Referrals to other agency
TGP - Community Early Intervention Platform:
Single Point of Entry, Screening and Assessment across sectors

Youth Focused - Family Centred Assessment
Assesses level and types of support required for both young person and their family to address issues.

Tier One Response
30% YP Identified

Tier Two Response
40% YP Identified

Tier Three Response
30% YP Identified

Tier One - low level of support
Tier Two - moderate level of support
Tier Three - high level of support

Integrated Early Intervention Services that responds to holistic needs

Integrated Services:
- Family Support
- School Support
- Homelessness Services
- Mental Health
- Substance Abuse
- Youth Justice Diversion
- Education and Training
- Youth Support Programs

Supported by:
- Formalised Partnerships
- Cross Sectoral data system
- Governance mechanisms
- Common practice framework
- Workforce development
OLD WAY
2012-13 pre-TGP SYSTEM

- 10 separate programs
- 8 disparate PDs
- 7 program entry points
- 5 program manuals
- Staff located in office
- Housing specific workforce
- Multiple Workers
- Information inaccessible
- Multiple Data Collections
System/ Workforce Development

OLD WAY 2012-13 pre-TGP SYSTEM
- 10 separate programs
- 8 disparate PDs
- 7 program entry points
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- Multiple Workers
- Information inaccessible
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NEW WAY 2016-17 TGP SYSTEM
- 1 Early Intervention Platform
- 1 common Position Description
- 1 Flexible Entry Point
- 1 common practice framework
- Staff co-located in schools
- Youth & Family Workers
- One Key Worker
- Information shared
- Common outcomes measures
  (+ multiple data collections)
LONGITUDINAL OUTCOMES MEASUREMENT

- Innovation;
- Iterative & agile;
- Practical & constructive;
- Creative problem-solving;
- Developmental evaluation.
In Summary

- Population Screening process to identify young people at-risk prior to crises (AIAD);
- Community Early Intervention Platform
  - intake and screening;
  - key youth and family workers;
  - workforce development.
- Governance/Partnership Development [Collective Impact];
- Data, Evaluation and Research – Swinburne/UNISA
- E-Wellbeing – Cross-sectoral IT database for practice-oriented/outcomes-focused use of data [deliverology].
A fairly typical TGP case study - 2017

- Sarah – a female student aged 16;
- Identified through the AIAD survey as at-risk of homelessness;
- Screening interview with a TGP youth & family worker found Sarah had left home due to family conflict. She was staying with friends, but this was temporary and tenuous;
- School attendance had dropped to below 40%;
- The TGP worker engaged with Sarah and her family in family mediation and Sarah was supported to return home;
- Sarah is receiving ongoing support through her school – attendance has increased to 92%;
Building the Evidence Base

- THREE SCHOOLS (7 CAMPUSES) – Northern Bay S.C., Newcomb S.C. and Geelong H.S.;

- THROUGHPUT – 3040 AIAD surveys, 433 screening interviews, 209 students and their families supported; only FIVE young people represented to the Youth Entry Point;

- PREVENTION OF YOUTH HOMELESSNESS – from approx. 900 young SHS clients in 2013/14 to 600 in 2015/16 – 38% (2015/16) of young people in crisis accommodation returned home, cf. 2% (2012/2013);

- IMPROVED EDUCATIONAL OUTCOMES – 197 (8.9%) students highly at risk of disengagement in 2013 to 100 (4.6%) in 2016;

- SOCIAL RETURN ON INVESTMENT (Deakin Uni) – additional $69 per student yields annual cost saving of $1359 in crisis services, housing services and health and justice services ($1 invested yields $20 return).