



*2nd Biennial Australian Implementation Conference
Sydney September 17, 2014*

Transforming the Developmental System in
Disadvantaged Communities Through Sustainable
Prevention Support and Delivery Systems

Ross Homel, Kate Freiberg & Sara Branch

Griffith University

2-Year ARC Project 2014-2016: Capacity Building as Stage 1 of a 7-Year Initiative

- *Works entirely within the Communities for Children framework* as an effective and enduring vehicle for the delivery of child and family services
- The focus in this stage is on *strengthening the capacity of the child serving system* in CfC communities rather than on actually implementing evidence-based programs and evaluating their impact on child wellbeing.
- Critically, a central objective is to make such an advance *possible* in CfC and other disadvantaged areas across Australia in the second, IMPLEMENTATION STAGE (2016-2020).

This 2-Year Project's Goal:

Build and test *a set of structured processes and resources*

-called a **Prevention Support System**

**-to strengthen Communities for Children,
which is Australia's best **Prevention
Delivery System** for children**

Long-Term Goal

Strengthen CfC as a prevention delivery system:

- that transforms the environments in which children grow up
- and is therefore sustainable
- is effective in highly disadvantaged communities
- is genuinely collaborative across sectors
- incorporates program elements that are *all* supported by evidence
- achieves quantitative improvements in short and long term outcomes for children and young people
- is cost-effective

This is all really achievable!

**But the missing ingredient in
Australia at present is
*prevention science***

The Prevention Synthesis and Translation System

Distilling information about innovations and preparing them for implementation by end users

The Prevention Support System

Supporting the work of those who will put the innovations into practice

The Prevention Delivery System

The implementation of innovations (e.g., delivery of programs) in the field

Project Partners

Universities

GRIFFITH UNIVERSITY

Ross Homel (Project Director)
Clare Tilbury (Deputy Director)
Neil Dempster
Matthew Manning
Kate Freiberg
Sara Branch

PENNSYLVANIA STATE UNIVERSITY

Mark Greenberg
Brian Bumbarger

Non-government agencies

MISSION AUSTRALIA

Jo Fildes

THE SMITH FAMILY

Anne Hampshire
Sulabar Pawar

THE BENEVOLENT SOCIETY

Sarah Fogg

THE AUSTRALIAN PRIMARY PRINCIPALS ASSOCIATION

Norm Hart

THE PARENTING RESEARCH CENTRE

Robyn Mildon

Government Departments

COMMONWEALTH DEPARTMENT OF SOCIAL SERVICES (DSS)

Jennifer Flynn

NSW DEPARTMENT OF FAMILIES AND COMMUNITY SERVICES

Marilyn Chilvers

NSW DEPARTMENT OF EDUCATION & COMMUNITIES

Jenny Donovan & Craig Jones

QUEENSLAND DEPARTMENT OF EDUCATION, TRAINING AND EMPLOYMENT

John Dungan & Rebecca Libke

QUEENSLAND DEPARTMENT OF HEALTH

Cathy Paxton

Research Design

- Five ‘capacity building’ CfC communities in NSW (3) and Queensland (2)
- Five comparison or ‘business as usual’ CfC communities (3 in NSW, 2 in Qld)
- Outcome variable: Baseline and post-intervention measures of community partnership/coalition functioning (2-year duration)
- Supported by cost-effectiveness analyses

Project Deliverables

1. *An interactive web-based set of resources:*
 - Training tools for CfC teachers and community workers, videos, games,
 - evaluation tools for measuring community coalition function; child & family outcomes; economic analysis
 - data sharing management system

 2. *Systems and processes established by collective impact facilitators for:*
 - implementing the CREATE community prevention model
 - achieving the core conditions of collective impact
- NB: Collective impact facilitators are employed by the grant not by DSS or facilitating partners*

CREATE
AND
COLLECTIVE IMPACT

**CREATE is the model for bringing
PREVENTION SCIENCE into CfC
systems and practices, achieving
COLLECTIVE IMPACT as an
outcome**

Better lives for children in disadvantaged communities

Collaborative:

development is multifaceted, demanding that system silos be transcended through a comprehensive and integrated approach based on good governance

Relationships-driven:

program delivery requires community engagement and trust built on connections between organisations and relationships between people

Early in the pathway:

primary prevention by getting in early before problems emerge or become entrenched, with targeted programs embedded in a universal framework

Accountable:

a clear focus on measurable outcomes and shared responsibility for clearly articulated goals

Training focused:

empowerment of the workforce through continuous skills development and building the efficacy of parents to achieve their own goals for their children

Evidence-based:

programs and services have clear evidence for their effectiveness and are able to be implemented with integrity

**GOOD
GOVERNANCE**

EMPOWERMENT

Stronger Developmental System

Stanford SOCIAL
INNOVATION REVIEW

Channeling Change: Making Collective Impact Work



The Five Conditions of Collective Impact

Common Agenda

All participants have a shared vision for change including a common understanding of the problem and a joint approach to solving it through agreed upon actions.

Shared Measurement

Collecting data and measuring results consistently across all participants ensures efforts remain aligned and participants hold each other accountable.

Mutually Reinforcing Activities

Participant activities must be differentiated while still being coordinated through a mutually reinforcing plan of action.

Continuous Communication

Consistent and open communication is needed across the many players to build trust, assure mutual objectives, and create common motivation.

Backbone Support

Creating and managing collective impact requires a separate organization(s) with staff and a specific set of skills to serve as the backbone for the entire initiative and coordinate participating organizations and agencies.

Isolated Impact vs. Collective Impact

Isolated Impact

- ◆ Funders select individual grantees that offer the most promising solutions.
- ◆ Nonprofits work separately and compete to produce the greatest independent impact.
- ◆ Evaluation attempts to isolate a particular organization's impact.
- ◆ Large scale change is assumed to depend on scaling a single organization.
- ◆ Corporate and government sectors are often disconnected from the efforts of foundations and nonprofits.

Collective Impact

- ◆ Funders and implementers understand that social problems, and their solutions, arise from the interaction of many organizations within a larger system.
- ◆ Progress depends on working toward the same goal and measuring the same things.
- ◆ Large scale impact depends on increasing cross-sector alignment and learning among many organizations.
- ◆ Corporate and government sectors are essential partners.
- ◆ Organizations actively coordinate their action and share lessons learned.

**There is a tidal wave of interest in
collaboration and collective impact
across Australia and North America**

*This project helps governments,
communities, entrepreneurs and
community agencies turn the PROMISE
of collective impact into REALITY*

COMMUNITIES FOR CHILDREN

AIFS website, 2010

The logic of the CfC model is that service effectiveness is dependent not only on the nature and number of services, but also on coordinated service delivery. This lead agency approach, where a non-government organisation acts as a broker in engaging the community in the establishment and implementation of CfC, differs from traditional funding models in which governments directly contract service providers. The explicit focus on funded service coordination and cooperation in communities is a unique and important aspect of the initiative.

Schools have a Big Stake in Collective Impact & CfC

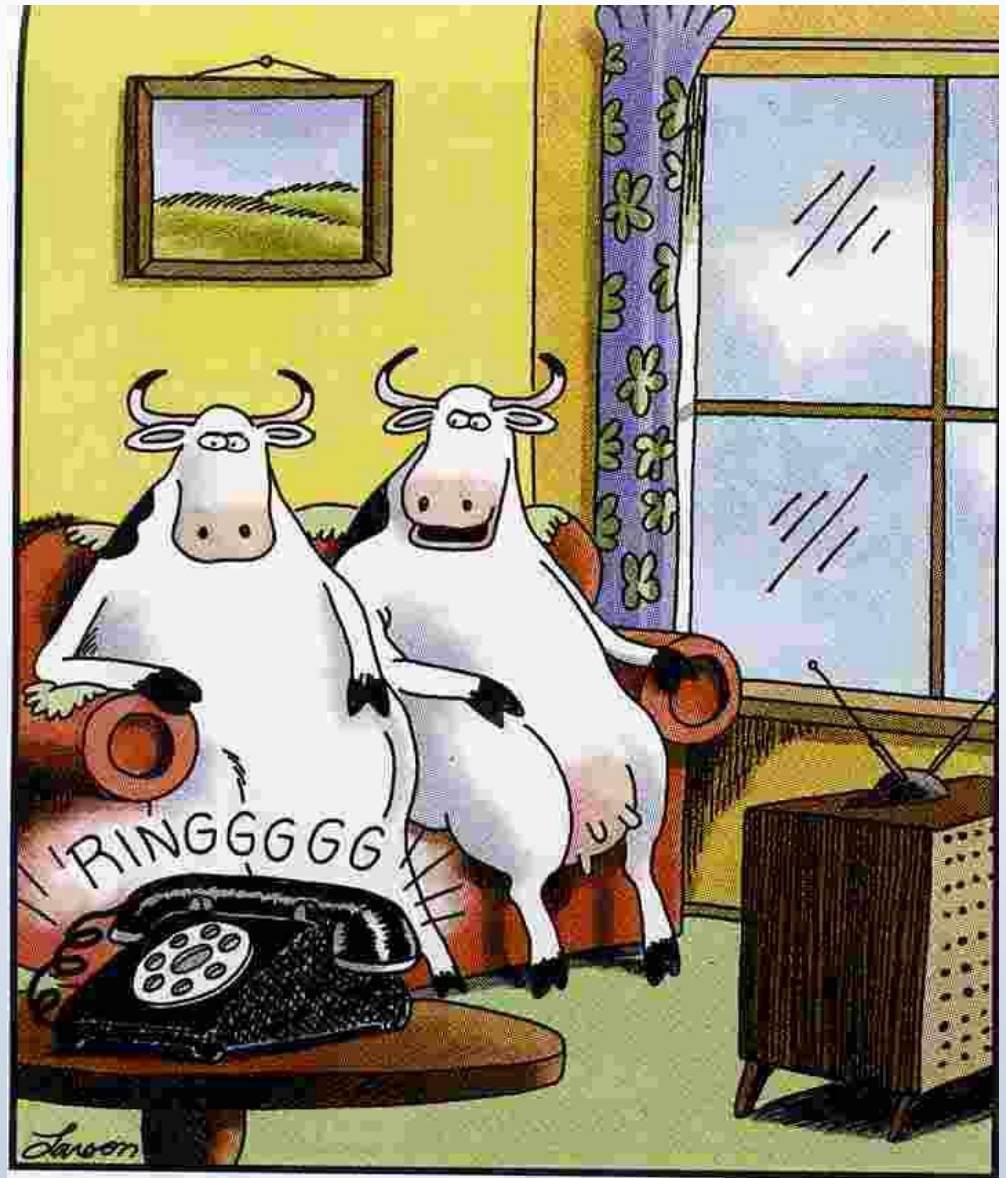
- School principals know that *schools cannot do it all*, and that improving family wellbeing in disadvantaged communities will help children achieve at school
- Schools want to work with community agencies – including in CfC - but are not well supported to do so
- The Australian Early Development Index collected in the first year of school is an important resource for planning services
- *Schools are indispensable allies in achieving collective impact for disadvantaged children*

Our assessment of CfC

- A terrific delivery system for services
- Based on community *partnerships* rather than *collaborative community coalitions*) (coordination is not collaboration)
- No explicit model for *integrating work in schools with work in the community*
- Isolated from the recent rapid developments in the *science of taking evidence-based initiatives to scale*
- In prevention science terms, an innovative *prevention delivery system*



**Innovation
without
capacity
is of limited
value...**



“Well, there it goes again. ... And we just sit here without opposable thumbs.”

Project Logic

PREVENTION SUPPORT SYSTEM

Promote organisational culture and infrastructure to support CREATE by providing

- Mentoring and Coaching – Collaboration Manager
- Practical and motivational resources - electronic modules/ website



ENHANCED COALITION CAPACITY

Seen in:

- Collaborative imperative and motivation (shared mission, interdependence, partnership benefits)
- Collaborative environment and processes (e.g. leadership, decision-making, cohesion, communication, diverse membership)
- Coalition products, including:
 - Community Assessment (data and evidence used to identify need and resources, analyse problems, set goals, and inform intervention decisions)
 - Theory of change and problem-solving logic applied to develop Action Plan (as well as to select programs according to local fit and feasibility)
 - Training Plan to develop competencies and ensure intervention activities are implemented well
 - Evaluation and Continuous Improvement Plan (outcomes focus, joint accountability, shared measurement system)



COMPREHENSIVE COMMUNITY STRATEGY

Community Action Plan integrates:

- Multiple programs (empirically supported, contextually appropriate, well implemented) that address
- Multiple mechanisms underlying the development of the priority issue, and involve
- Multiple sectors across the developmental system



DEVELOPMENTAL SYSTEM CHANGE

- Sustainable improvement in the way community groups and organisations identify key priority issues for child wellbeing and align their efforts and mobilise resources to address them
- Ongoing community capacity to deal with emerging problems



COMMUNITY CHANGE

- Improved outcomes for children
- Higher quality developmental settings (e.g. home; school) & enhanced connections between them

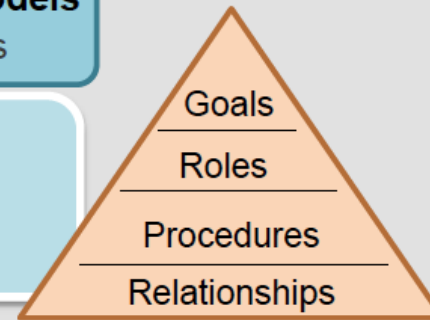
PREVENTION SUPPORT SYSTEM

The CREATE & Developmental Systems Models

- Explanatory Videos and Motivational Materials

Collective Impact

- Community Coalitions
- Community Mobilizers
- Good Governance



Community Action Plan

- Training and Coaching
- Organisational Support
- Link to EBPs
- Support for EBP Selection

Family Empowerment

How to do *with* –
not *to* or *for*

Linking Families And Education

LEAF Educational
Video Games

Tools for Measurement and Evaluation

- Capturing Outcomes
- Capturing Participation
- Economic Analysis
- Assessing Community Needs and Assets
- Monitoring Coalition Processes

DATA
MANAGEMENT

CLOWNING
AROUND

CHILDREN'S
NEEDS

PEEM

PARTICIPATION
RECORDS

COALITION
QUALITY

Support for Collection and Use of Data

- How, when, why to collect data
- Generating reports
- How to interpret and get the most out of your data

Collaboration is an unnatural act between unwilling adults



“We like to bring together people from radically different fields and wait for the friction to produce heat, light and magic. Sometimes it takes a while.”

Creating Capacity for Collaboration

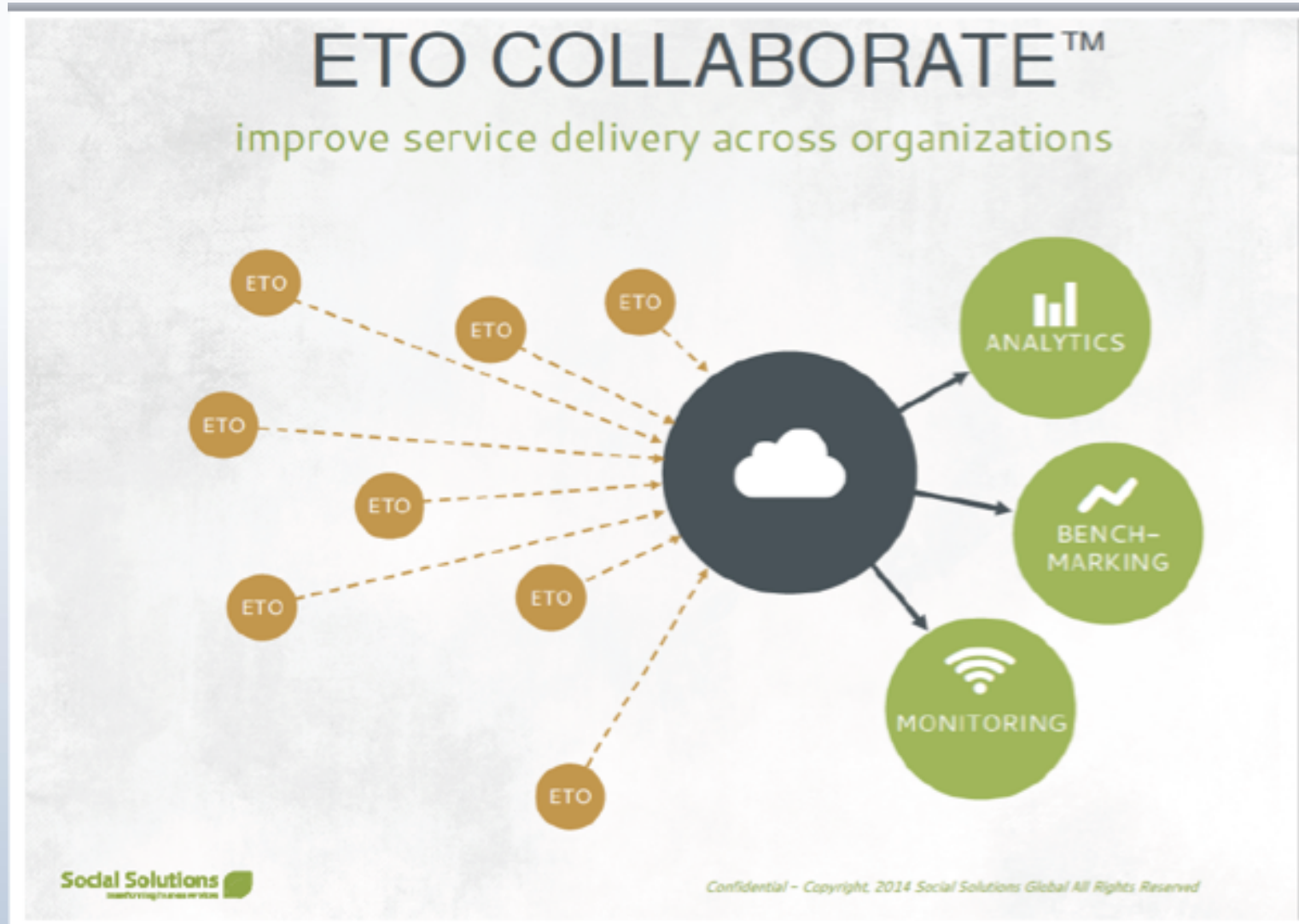
- The Holy Grail - easy to talk about – hard to do:
In the history of service integration “one is struck by its nobility of intent, its tenacity of purpose, and its ineffectiveness in implementation” (Bruder 2005, p. 31)
- *Co-location* is not enough
- Establish *clear outcomes focus*
- Lessen *structural barriers and mindsets*
- Need to develop *deliberate strategies to link systems*
- *The power of **SHARED DATA***



The Collective Impact Facilitators:



Shared Measurement System



Capturing data at school on children's wellbeing





NREPP is a searchable online registry of **more than 220 interventions** supporting mental health promotion, substance abuse prevention, and mental health and substance abuse treatment. We connect members of the public to intervention developers so they can learn how to implement these approaches in their communities.

NREPP is not an exhaustive list of interventions, and inclusion in the registry does not constitute an endorsement. ([More about NREPP](#)).

Basic Search

Advanced Search

View All Interventions

Find an Intervention - Advanced Search

Select criteria below to run an advanced search of NREPP-reviewed interventions.

Search

Areas of Interest

- Mental health promotion
- Mental health treatment
- Substance abuse prevention
- Substance abuse treatment

Outcome Categories

- Alcohol
- Cost
- Crime/delinquency
- Drugs

Geographic Locations

- Urban
- Suburban
- Rural and/or frontier
- Tribal

Ages

- 0-5 (Early childhood)
- 6-12 (Childhood)
- 13-17 (Adolescent)
- 18-25 (Young adult)

Races/Ethnicities

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic or Latino

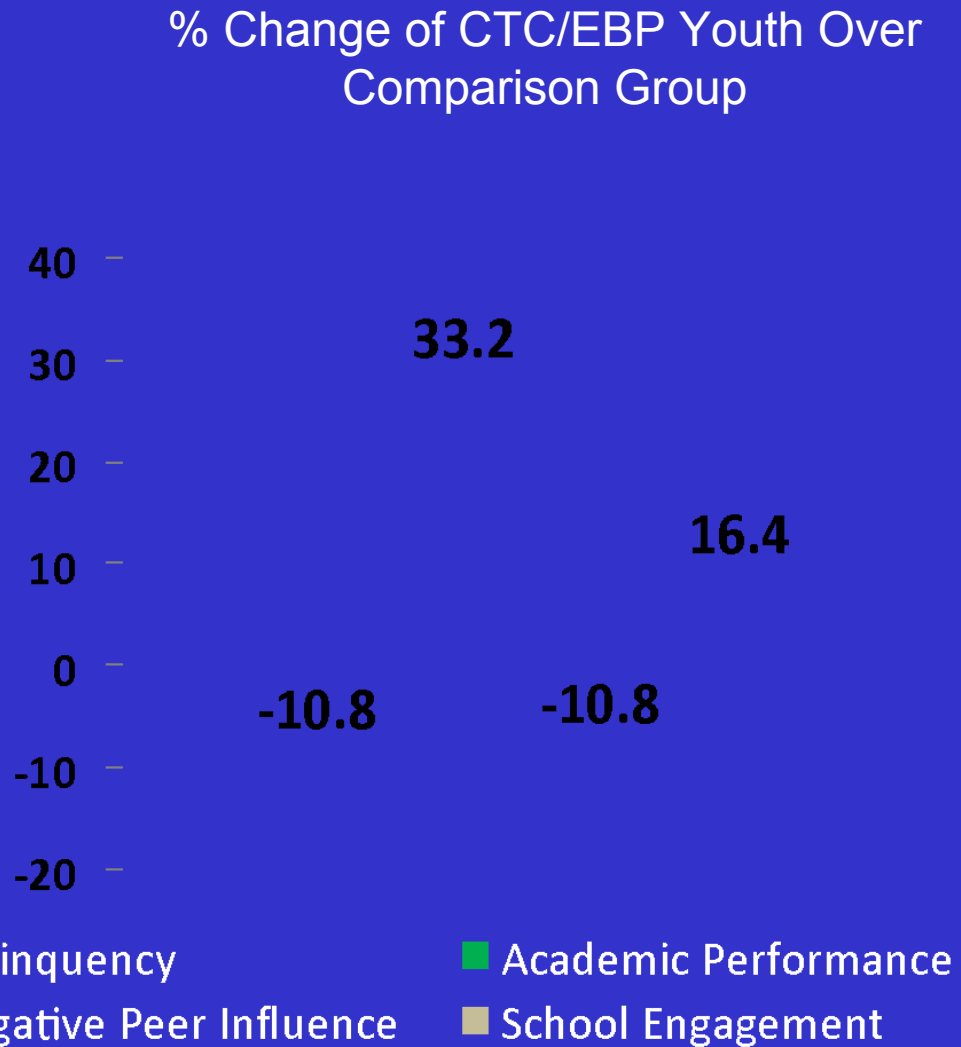
Settings

- Inpatient
- Residential
- Outpatient
- Correctional

**COMMUNITIES THAT CARE IN
PENNSYLVANIA AS AN
INSPIRATION**

5 year Longitudinal Study of PA Youth

419 age-grade cohorts over a 5-year period: youth in CTC communities using EBPs had significantly lower rates of delinquency, greater resistance to negative peer influence, stronger school engagement and better academic achievement



The Next Phase (2016-2020)

- Implement the Prevention Support System in new CfC communities
- Use an experimental design in at least 12 capacity building communities and 12 basic implementation communities
- Thus STAGING the rollout of these new systems and resources in a manner that allows a rigorous test of their effectiveness and economic benefit

Precipitous
Bluffs Ahead



Parachutes
Required