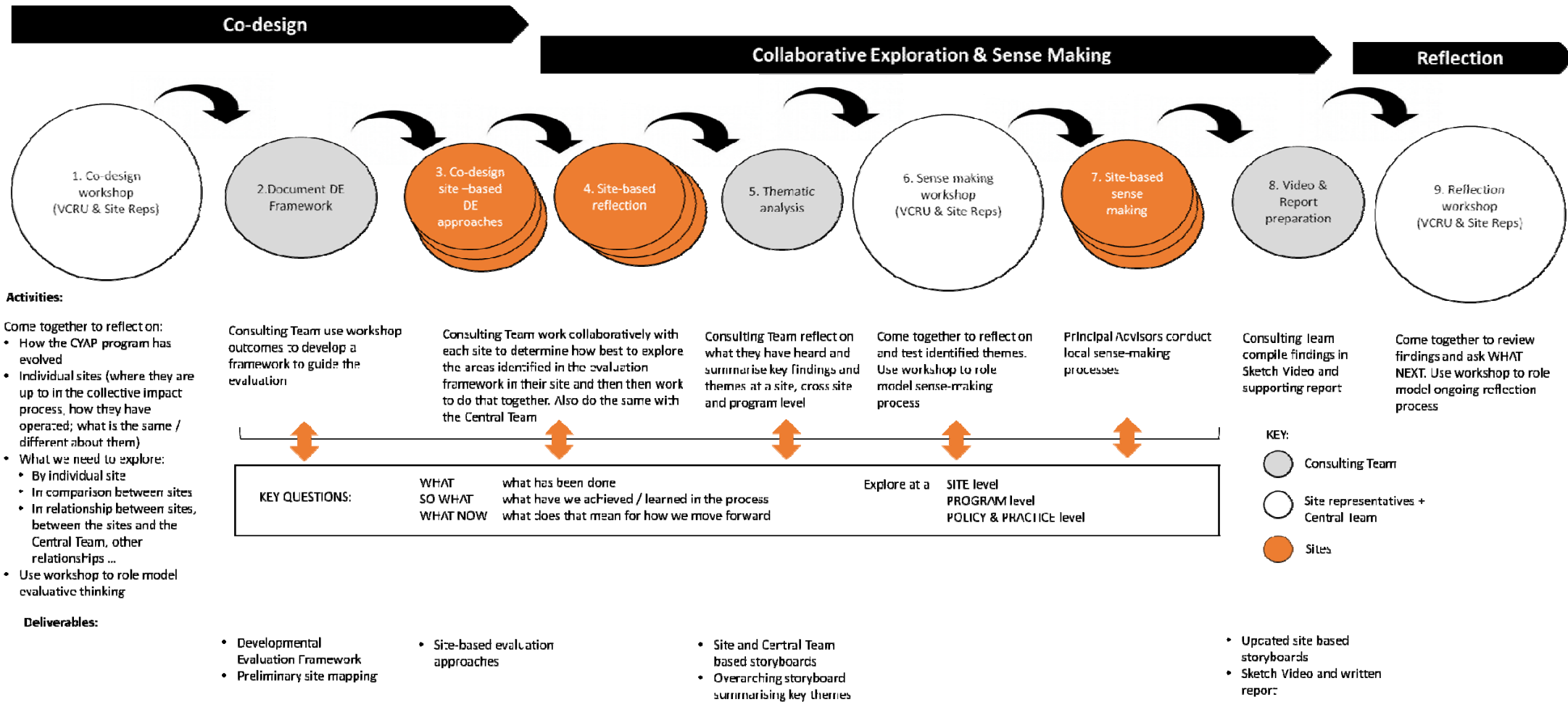
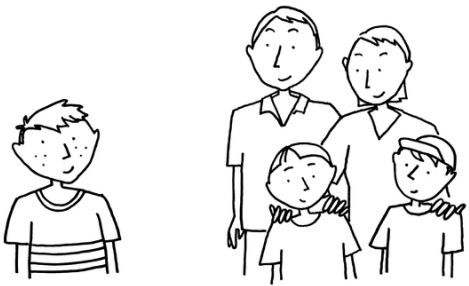


Developmental Evaluation Approach



WHAT IS THE CYAP INITIATIVE?

The objective of the Children & Youth Area Partnership initiative is to improve outcomes for
VULNERABLE CHILDREN, YOUNG PEOPLE AND THEIR FAMILIES.



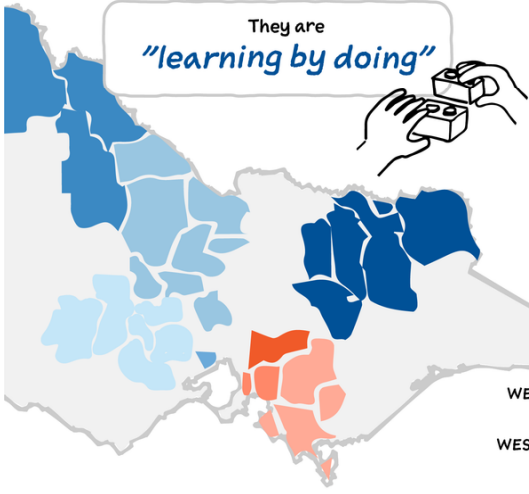
8 SITES

have been established across Victoria. They use a **Collective Impact approach** to focus on:

The sites have organised themselves around

- ISSUE** (Warning icon)
- COHORT** (People icon)
- PLACE** (Location pin icon)
- CAPABILITY** (Lightbulb icon)

They are **"learning by doing"**

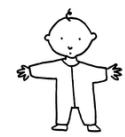


ENGAGEMENT IN EDUCATION

KEEPING KIDS SAFE FROM HARM



WHAT ARE THE SITES FOCUSING ON?



EARLY CHILDHOOD (0-5)



ENGAGEMENT IN SCHOOL



CHILDREN & YOUNG PEOPLE AT RISK



FAMILY VIOLENCE



OOHC

	★	★	★	★	★
CENTRAL HIGHLANDS (Warning icon)	★	★	★	★	★
INNER GIPPSLAND (Location pin icon)			★		★
LODDON (Warning icon)	★ 0-8 years old				★
MALLEE - NMCP (Location pin icon)	★	★	★	★	★
MALLEE - SOUTHERN MALLEE (Location pin icon)	★		★ Employment focus		
MALLEE - RECA (Location pin icon)	★		★		
OUTER EASTERN MELBOURNE (Warning icon)				★ Primary Prevention focus	★
OVENS MURRAY (Location pin icon)	★		★	★	★
SOUTHERN MELBOURNE (People icon)					★ 0-10 years old
WESTERN MELBOURNE - LAVERTON (Location pin icon)	★		★		
WESTERN MELBOURNE - BRAYBROOK (Location pin icon)			★ Employment focus		

Developed on behalf of DHHS by the Developmental Evaluation Consortium.



OUTER EAST



The Trigger

The Cummins Inquiry was about improving outcomes for children. CYAP was introduced in the area.



How we started

Existing work in the area included:

- Out of home care partnering agreements that needed reinvigorating
- Youth partnerships that focused on later years with no one looking at the 0-18 continuum
- Outer East Child and Family partnership that focused on early childhood.
- A number of existing family violence partnerships: TFER, EMRFVP, IFVRAG etc (We didn't all know about these when we started)

Our Journey

PA appointed. A new way of working, Collective Impact In 2014 sector forums and discussions.



However hit a brick wall with data ...

"Given license to work differently"

Needed to build Steering Group understanding of FV work

In 2015, several data/service mapping exercises were held to understand service gaps and areas of need:

OoHC

- Continuum of prevention/early intervention, in-care, and transitioning out of care framed thinking and approach
- Real Gaps in Prevention and leaving care

Family Violence

- Family violence primary prevention identified as a focus area given presence of local government, health and education

OoHC & Family Violence

- CYAP provided co-design workshops with VCOSS



Influencing factors

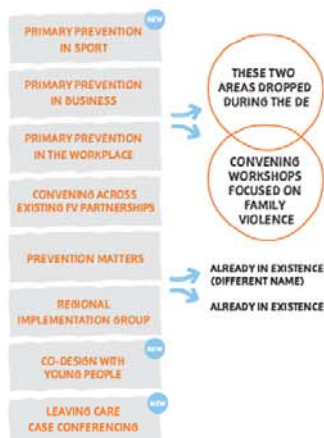
- Change of Government
- Taskforce 1000
- Royal Commission into Family Violence
- Roadmap to Reform
- Victorian Gender Equity Strategy



Our Focus

Late 2015, early 2016 aligned working groups established. 2 focus areas:

- Family Violence
- OoHC



Family Violence

OE CYAP attempted to play a convening/backbone role but there were questions about the appropriateness of their role given there were Family Violence (FV) and Prevention of Violence Against Women (PVAW) partnerships operating in the OE:

- EMSIC – Eastern Metro Social Issues Council
- TFER – Together for Equality and Respect
- EMR FVP – Eastern Metro Region Family Violence Partnership
- IFVRAG – Indigenous Family Violence Regional Action Group



Meanwhile OE CYAP continued to play a convening role, bringing together the chairs of the partnerships and documenting what the partnerships were doing. This is hard work and has been met with some resistance, as not all stakeholders agree this is needed/useful. The workgroups have not progressed since February due to lack of resourcing, and chairs of groups have been unable to attend meetings.

June 2016 discussion about the purpose of the CYAP in relation to FV (note that not all stakeholders were in the room).

They reflected their purpose is

- Advocate about FV in sport, education and business
- Collaboration /Collective impact
- Champion Change
- Systems change
- Measure change
- Raise awareness/ tell the story
- Education



OE CYAP still see themselves as playing a collaboration role in FV, and starting to get traction with sport work.

Out of Home Care

Prevention Matters Steering Group.

This group is working to prevent the entry of children into out-of-home-care (OoHC). Focus on parental capacity and protective factors when children determined to be at risk.

OoHC Regional Implementation Group. This group ensures all children in OoHC are engaged in education and care and are achieving improved educational outcomes.

Leaving Care Case Conferencing. This group is trialling a new model to improve the education and employment outcomes of young people aged 14 plus leaving care.

OoHC Youth Advisory Group. This group is working to establish a local, sustainable mechanism for young people with a care experience to influence the design and delivery of OoHC services, and the service system more broadly.



In November 2015 it was decided to set up three working groups to link and support the TFER Strategy

- Primary prevention activity in local businesses
- Primary prevention through sport
- Primary prevention activities in OECYAP member organisations



Question?

"Maybe we shouldn't be working in FV and we should focus on OoHC?"

Next steps

Decide on the role of the OE CYAP in the family violence space, given the feedback from the partnerships and the resourcing issue for the primary prevention work





How We Started

Local Steering Group established and Principal Advisor appointed. We spent time learning about Collective Impact (CI).



Used that to understand what was involved and build buy in.

Experienced as a professional development exercise



Formally committed to the CI approach and staying the course to achieve change.



Dual track

At the same time

We shared and explored data...

Learned by doing got to get and see people working differently (including DHHS)



CYAP worked to engage and link in others.

Mapped local service networks and backbone resources

Engaged with networks and got vulnerable children, young people and their family into local plans: Child First and Intensive Family Support, AOD and Mental Health Catchment Plans, LGA Early Years Plans

Linked in to Taskforce 1000, PCP, Best Start, LLENs, School Based Youth Services and the RAJAC

Developed research partnerships with Federation University

Wanted to get people to identify their role in the process and take responsibility for change.

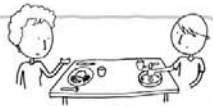
Worked with opportunities that emerged:
• Morwell Community Hub
• VicPol Early Identification Tool

The Adaptive Cycle facilitated our process of exploring and testing new approaches.



Our Focus

We identified 2 areas to focus on
1. Improving outcomes for kids in OOHC
2. Supporting vulnerable families



We decided to focus on OOHC first and 'learn by doing'.



Progress has been slower on the supporting vulnerable families focus area.

We held a youth-led "Innovation Bootcamp" to understand the lived experience of being in OOHC.



Key platform for change and 'learn by doing' opportunity

- demonstrated commitment to working differently
- Generated buy in
- Helped test and challenge hypotheses
- Educated and enlightened service providers
- Informed action
- Fed into data analysis



Led to a Shared Agenda around 4 streams of work:

Putting Trauma Informed Practice (TIP) on the map

- Mapped existing TIP training
- Developing curriculum for educators, nurses and social workers
- Research PhD to explore how to support adoption of TIP

Listening to the voice of children and young people

- Developed My Views Booklet to inform care planning
- Research PhD on embedding consumer voice in practice
- Developing OOHC leadership program
- Piloting OOHC employment / traineeships



Building the OOHC Education Nest

- Set up email notification system - DHHS, DET, LGAs, Schools and Koori Education Support to support Education and Early Childhood Partnership Agreement
- Working to engage children and young people in RESI in education
- Encouraging parental engagement in ECD through reading



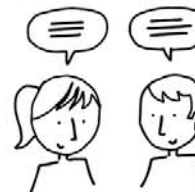
Shining Carer Support

- Asking carers what support they need to build shared training agenda



Current Focus & Next Steps

- Progress existing project activity
- Share learnings with other collaborations
- Work on how to coordinate area planning and share data more



- Progressing supporting vulnerable families priority, including exploring parenting supports being universal



- Develop strategy to influence shifting policy context and how it plays out in Gippsland

- Review how to best structure and resource local backbone to "build in sustainability"



- Develop a shared measurement system

- Research projects with Federation University to inform priorities

- Work with Morwell Community Hub

Factors Supporting Work



Building service system understanding and capability

Ongoing focus on:



Recognising shared & individual responsibility



Learn by Doing approach

demonstrated value of working differently

Use of the Adaptive Cycle

to explore new ideas, test and renew

Dual track focus working on activity & system

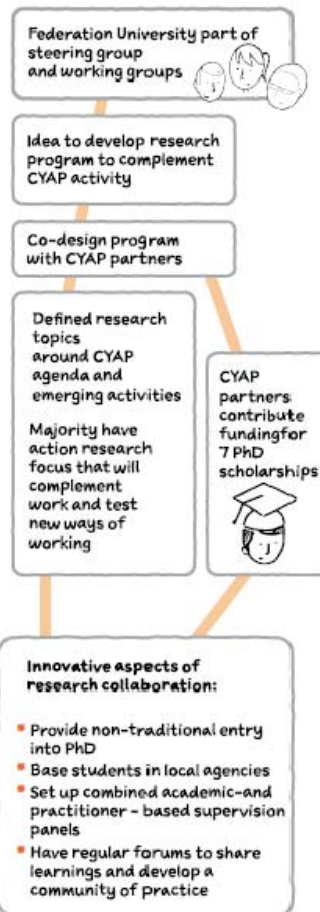
helped build momentum and grow reach

EXAMPLES OF HOW SITES ARE INVESTING IN CAPABILITY



CENTRAL HIGHLANDS

Research Collaboration



GIPPSLAND

Putting Trauma Informed Practice on the Map



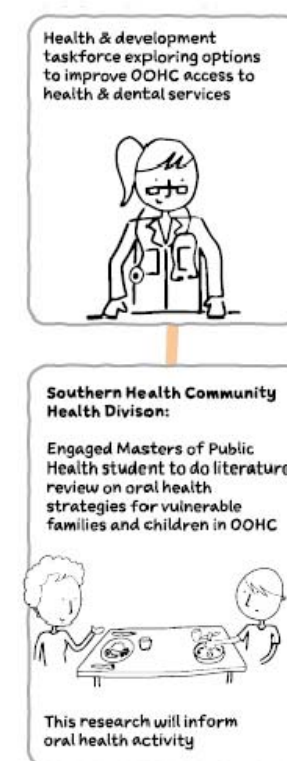
LODDON



OUTER EAST

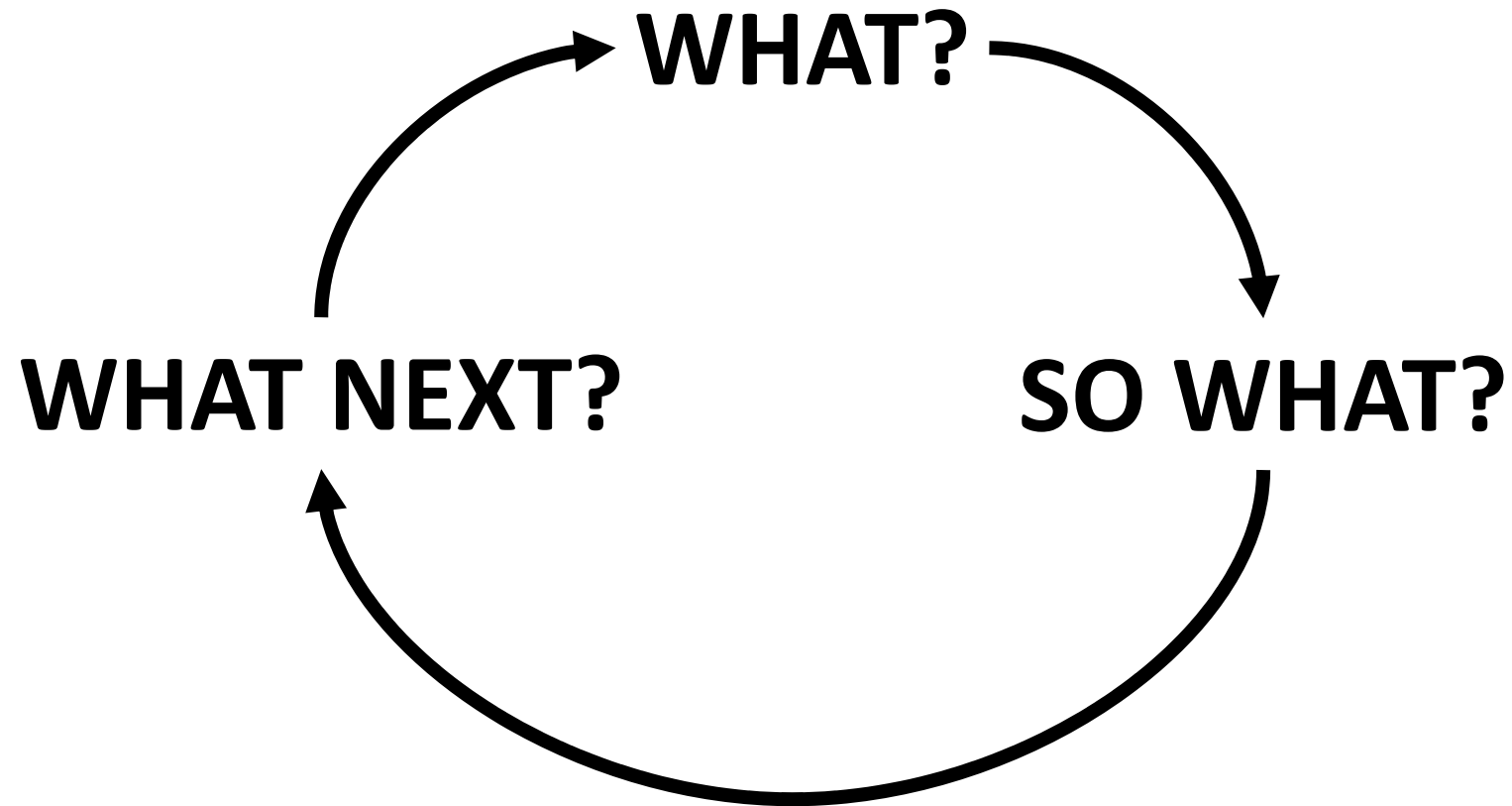


SOUTHERN

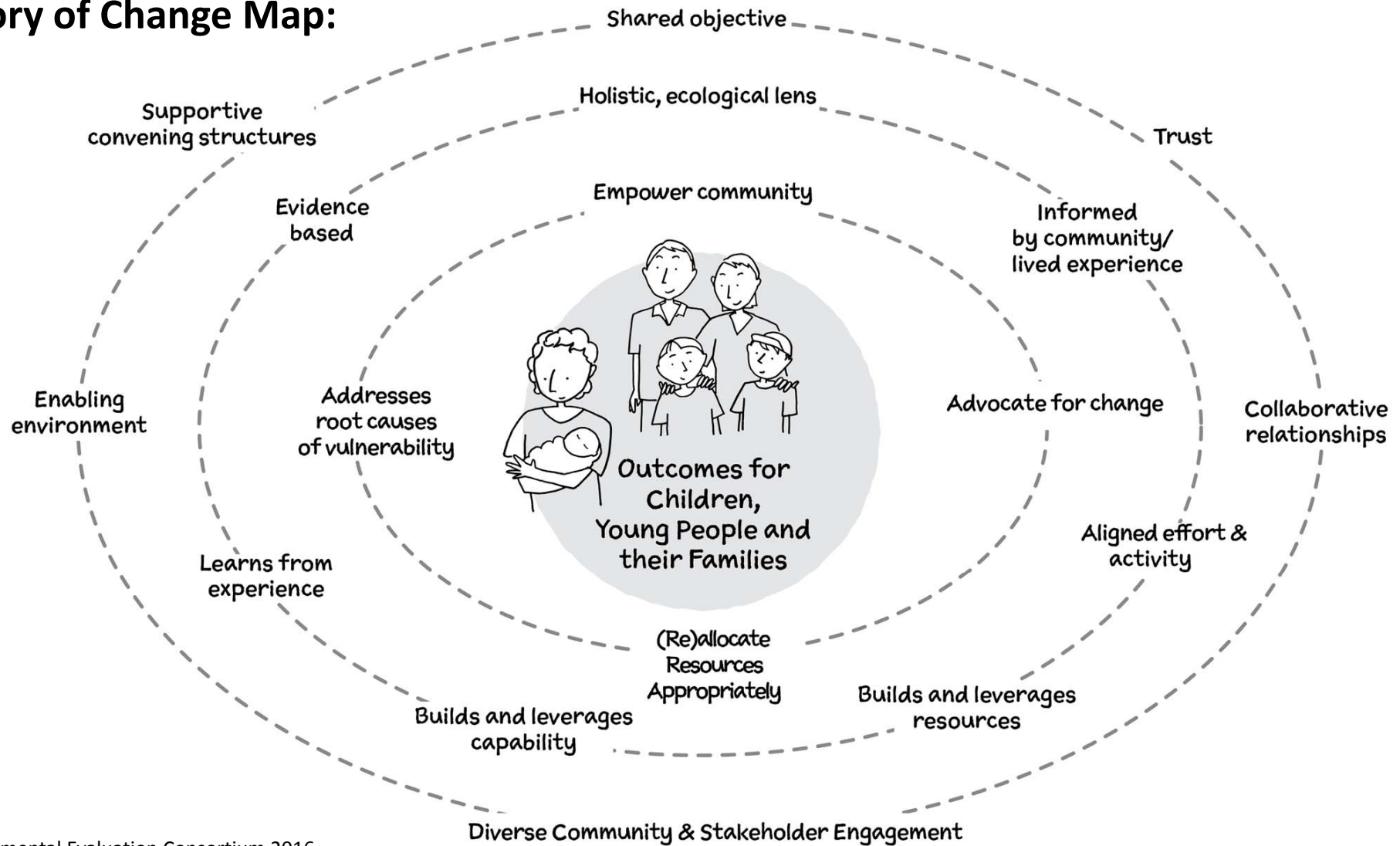


Key Developmental Questions:

Use the schematic as a trigger to support reflective process



Theory of Change Map:



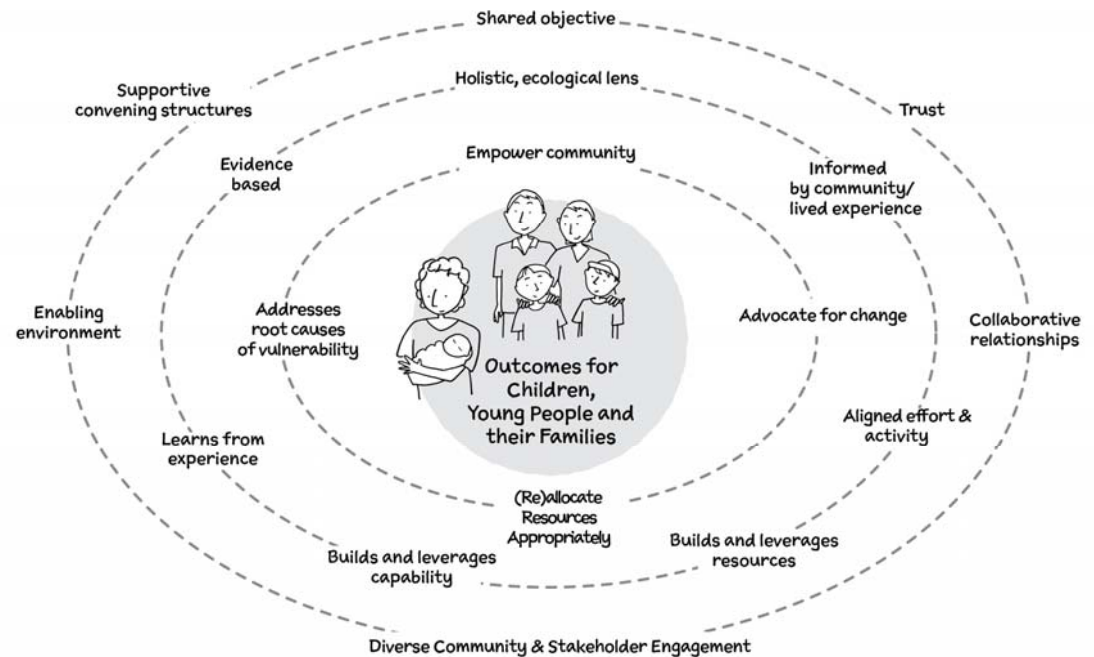
Theory of Change Map:

What use tool for:

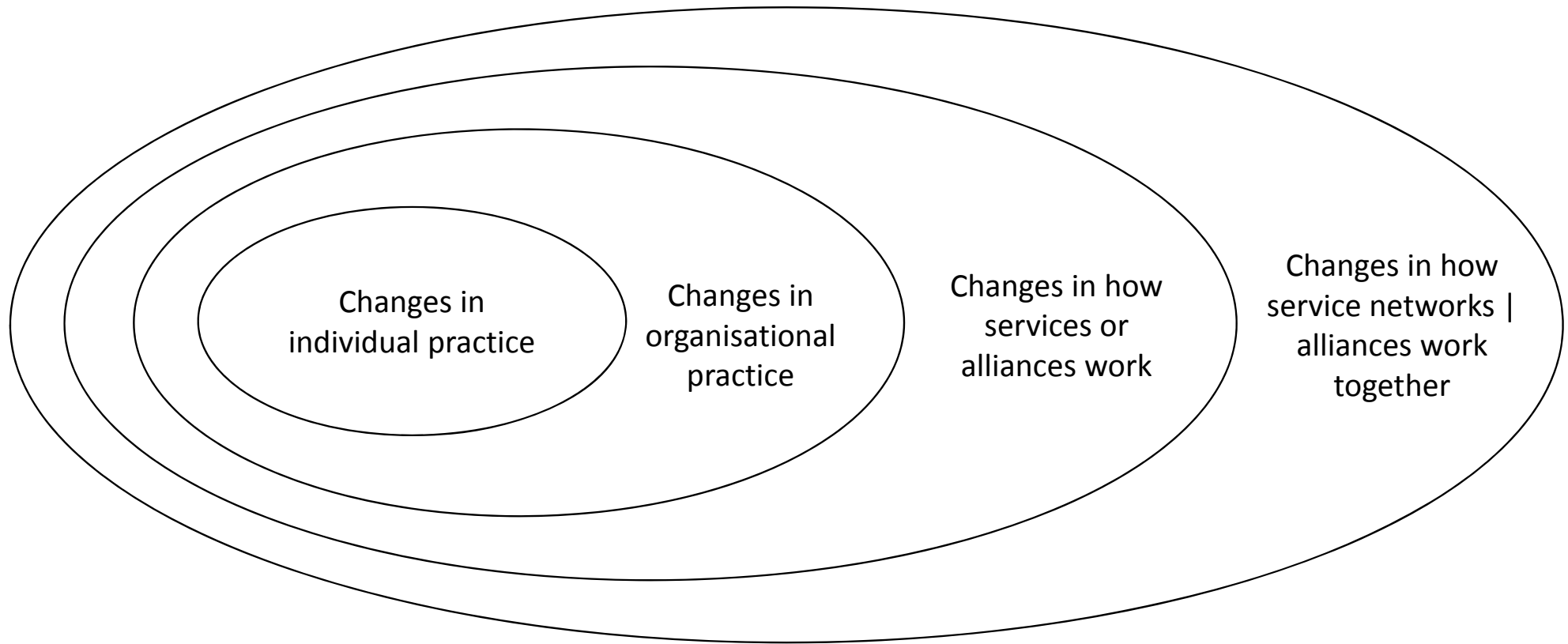
Use schematic of emerging theory of change to map progress and test alignment of activity to objectives.

How use tool:

- Put poster up on the wall.
- Get stakeholders to use different coloured post it notes or dots to identify areas on the poster where they feel you are getting traction, where you are challenged, areas to focus on next ...
- Review patterns and use as the basis for a reflective discussion [What? So what? What next?]



Practice Change Exploration Tool:



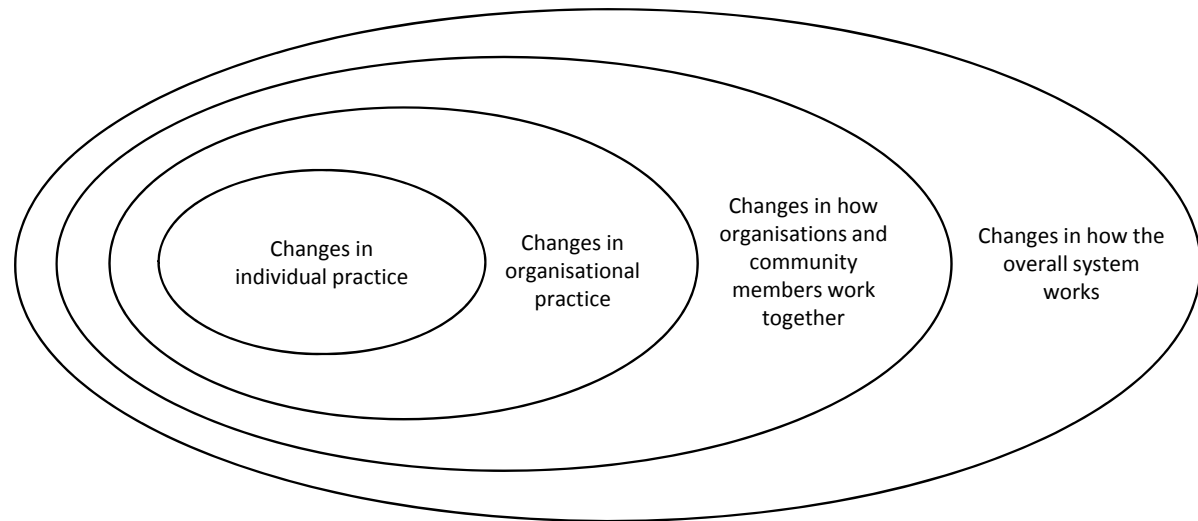
Practice Change Exploration Tool:

What use tool for:

Use schematic to identify changes in thinking, behaviour and activity across the different layers of the system that you are seeking to influence or change.

How use tool:

- Put poster up on the wall.
- Get stakeholders to write on post-it notes and describe changes that they are observing across the system (one change per post-it note)
- Get them to stick the notes on the relevant parts of the poster.
- Review patterns and use as the basis for a reflective discussion [What? So what? What next?]



“Bento Box” Reflection Tool:

Our purpose :

Who we are:

What has helped us:

What we have done:

What has held us back:

What we have achieved so far:

What we have learned
along the way :

Questions:

Reflections:

What comes next:



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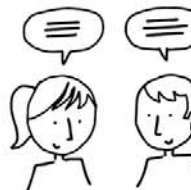
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Recognising shared & individual responsibility

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Use of the Adaptive Cycle

to explore new ideas, test and renew

Dual track focus working on activity & system

helped build momentum and grow reach

“Bento Box” Reflection Tool:

What use tool for:

Use schematic to reflect on purpose, progress to date and the pathway forward.

How use tool:

- Use in small discussion groups 5 – 10 people.
- Give groups posters.
- Get groups to work through the three colour coded sections of the first poster in turn. Give them 15 minutes for each of the three sections.
- Pair up groups and get Group 1 to explain the story laid out on their poster. Give them 10 minutes to do that. Get the listening Group 2 to listen to the explanation silently. Then give them 10 minutes to ask questions about the story they have heard. Do not allow Group 1 to answer the questions. Just get them to write them down in the first section of Poster 2. Then get the paired Groups to reverse roles and repeat these steps.
- Give each group 15 minutes to reflect on the questions they were asked and identify next steps based on their reflections.
- Note the tools can also be used in single groups.

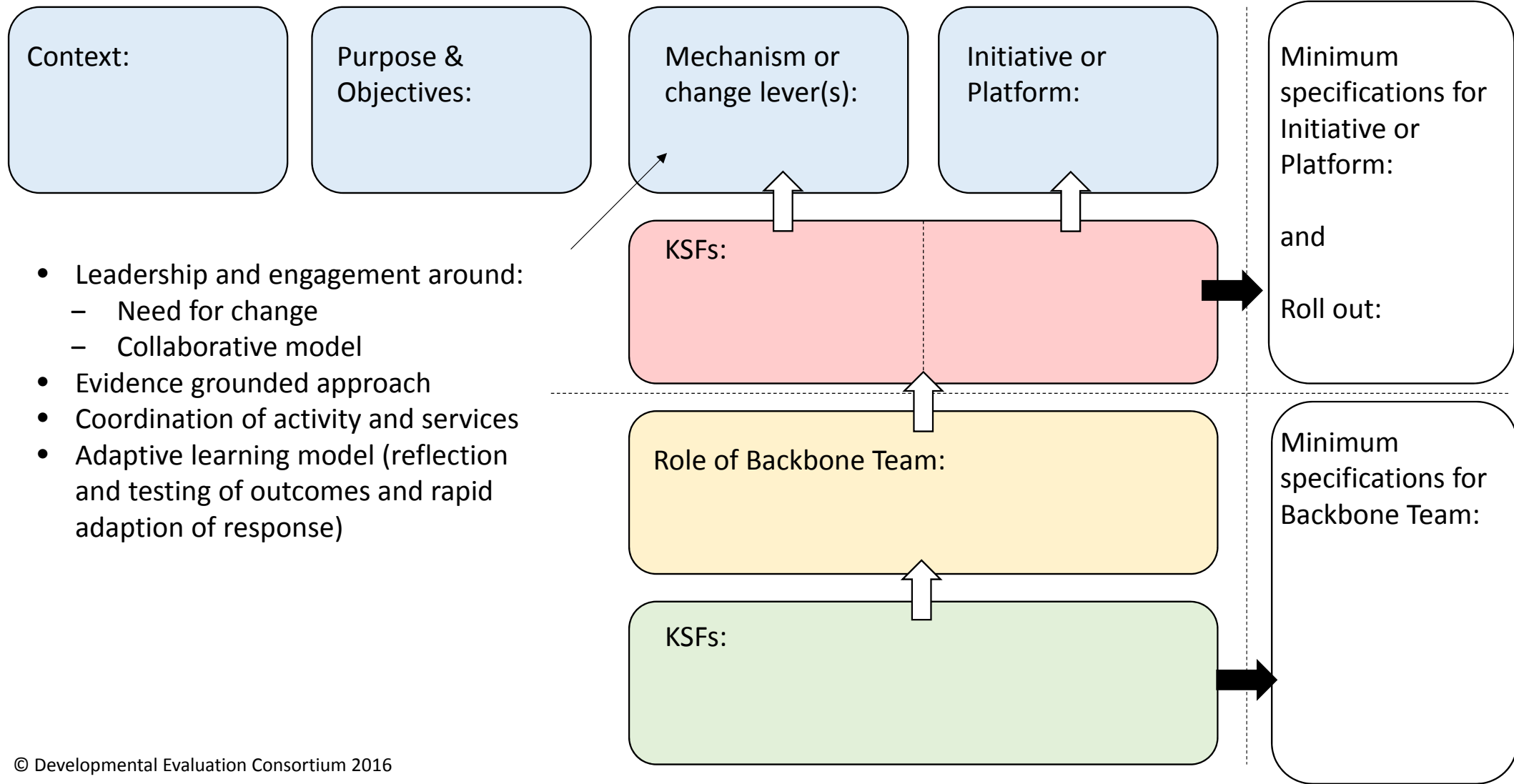
Poster 1:

Our purpose :	What we have done:	What we have achieved so far:
Who we are:		What we have learned along the way :
What has helped us:	What has held us back:	

Poster 2:

Questions:	Reflections:	What comes next:

Central Backbone Reflection Tool:



Central Backbone Reflection Tool:

What use tool for:

Use schematic to reflect on the purpose, structure and terms of reference of an initiative and the required attributes of the supporting backbone function.

How use tool:

- Give group(s) posters.
- Get groups to work through the four colour coded sections in turn. Give them 15 minutes for each of the four sections.
- If using multiple groups get them to pair up groups and get Group 1 to explain the story laid out on their poster. Give them 10 minutes to do that. Get the listening Group 2 to listen to the explanation silently. Then give them 10 minutes to ask questions about the story they have heard. Do not allow Group 1 to answer the questions. Just get them to write them down. Then get the paired Groups to reverse roles and repeat these steps.
- Give each group 15 minutes to reflect on the questions they were asked and update work.
- Then give each group 15 minutes to complete white sections of the poster.
- Review patterns and use as the basis for a reflective discussion [What? So what? What next?]