School-Based and Early Interventions

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AWH4. 1.30-3.00pm. 6 Nov 2018.
Canadian Alliance to End Homelessness Conference
A ‘community of schools & services’ [COSS] model

‘Collective Impact’ – A new paradigm
THINKING ABOUT DISADVANTAGE?

- family dysfunction
- family conflict
- community poverty
- mental health issues

Youth homelessness: 230 adolescents/year – 2002-2013

Early school leaving: about 200-250 youth/year – Geelong

Adolescent petty crime: 212 assaults; 129 property; 334 theft; 39 disorderly conduct (2016)

Illicit substance use down: Est. 1000 have smoked marijuana; 84 tried ICE; 120 tried ecstasy
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%.
Statistics ... Statistics ... Statistics

Nothing seemed to be changing?
Conceptualising Systems: a causal loop diagram

- Mental health issues
- At-risk of labour market or education exclusion
- Labour market or education exclusion
- Family Dysfunction
- Vulnerable individuals
- Risk of homelessness
- Homelessness
- CRISIS INTERVENTION
- Improved functioning Individuals
- Social support
- Independent life & livelihood

O - opposite  i.e. if early intervention goes up then the risk of labour market and education exclusion goes down
S - same    i.e. if risk of homelessness goes up then homelessness goes up
The Geelong Project

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

[COSS MODEL]
The Geelong Project Program Logic

**Inputs**
- Operating budget and sufficient resources
- Formal partnerships and project collaboration
- Multi-disciplinary early intervention team
- Shared data, IT support/Wellbeing systems
- Research & data support
- Brokerage

**Outputs**
- Number of vulnerable youth and families assisted
- State secondary schools involved in CCS
- Key community stakeholders involvement
- Functional TGP structures & processes
- Assertive Outreach
- Data on outcome, monitoring and evaluation
- New e-Toolbox

**Outputs**
- Youth-focused family-centred interventions
- Engaged in school or training
- School engagement & learning planning
- Enhanced data systems in place

**Outcomes for Young People - Impacts**
- Improved self-esteem and motivation/aspirations
- Improved attendance & school achievement
- Improved Year 12 completions/Reduced early school leavers
- Reduced youth homelessness
- Remains at home or has safe & secure housing
- Improved social relations and community participation
- Improved independent living situation
- Sustainable employment

**Long-term**
- Improved family relations/reduced family risk factors
- New peer to peer relationships
- Clear goals for a positive education, training or employment transition pathway

**Short-term**
- Engaged with TGP support
- Improved engagement at school
- Improved data systems in place
- New e-Toolbox
OUTCOMES FOR YOUNG PEOPLE - IMPACTS

Short-term

Engaged with TGP support

Improved engagement at school

Improved family relations/reduced family risk factors

participating in community activities/mentoring/sports or recreation

Improved self-esteem and motivation/aspirations

improved attendance & school achievement

Reduced youth homelessness

new peer to peer relationships

Clear goals for a positive education, training or employment transition pathway

Improved Year 12 completions/Reduced early school leavers

Remains at home or has safe & secure housing

Improved social relations and community participation

Sustainable employment

independent living situation
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
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
EARLY IDENTIFICATION

'population screening'

AIAD survey data

AIAD analysis

Identified at-risk students

Screening interview

School ID of students at-risk

AIAD followup of absentees
At-risk population breakdown – 3 pilot schools

Population Profile - three pilot schools in Geelong, AIAD 2017

Student Population 1277

- At-risk of homelessness 80 (4.6%)
- Not At-risk of Homelessness 1197 (95.4%)

Mental health issues indicated 259 (21.6%)

- Low school disengagement 225 (87%)
- High school disengagement 34 (13%)

No mental health issues indicate 938 (78.4%)

- High school disengagement 22 (2.4%)
- Low school disengagement 916 (97.6%)
From EARLY ID to Youth-Focused & Family-Centred INTERVENTIONS

Screening Process

Joint Decisions

TIER 1
- Some risk
- Active Monitoring
- Secondar Consultation

TIER 2
- Short-term intervention
- Case Management

TIER 3
- Wrap-around Case Work

Referrals to TGP/MGP
Systematic monitoring within school supported by TGP/MGP
Referrals to other agency
LONGITUDINAL OUTCOMES MEASUREMENT

- Innovation;
- Iterative & agile;
- Practical & constructive;
- Creative problem-solving;
- Developmental evaluation.
What results?
The number of homeless adolescents [Geelong 2002 – 2017]
The number of homeless adolescents [Geelong 2002 – 2017]

![Graph showing the number of youth entry point clients from 2002 to 2017. The graph includes two trends: 2002-2013 trend and post-TGP trend. The post-TGP trend shows a decrease in the number of clients in 2013, followed by an increase from 2013 to 2017.](image-url)
Geelong early school leavers

Geelong Early School Leavers

Number of early school leavers

YEAR

Geelong Early School Leavers

All Geelong Schools
Geelong early school leavers

Geelong Early School Leavers

- Pilot Schools
- Other Schools
- All Geelong Schools

Number of early school leavers

YEAR

## 'Collective Impact'

<table>
<thead>
<tr>
<th><strong>Common Agenda</strong></th>
<th>All participants have a shared vision for change including a common understanding of the problem and a joint approach to its solution through agreed upon actions.</th>
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<tr>
<td><strong>Shared Measurement</strong></td>
<td>Data collection and measurement of outcomes consistently across all participants to ensure efforts remain aligned and participants hold each other accountable.</td>
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<td><strong>Mutually Reinforcing Activities</strong></td>
<td>The activities of participants may be different while still being tightly coordinated through a mutually agreed common plan of action.</td>
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<td><strong>Continuous Communication</strong></td>
<td>Consistent and open communication amongst participants to build trust, assure mutual objectives and build common motivation.</td>
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<td><strong>Backbone Support</strong></td>
<td>A skilled staff and organisational form to build and manage the entire collective impact initiative by coordinating the participant organisations and activities.</td>
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The challenge is place-based system reform and a cross-sectoral approach