Using AEDC data to inform community capacity building: How a Communities for Children site has used results to inform strategic planning and implementation.

Australian **Early Development** Census
An Australian Government Initiative

National Conference Glenelg, South Australia 18-20 February 2015

Bridging the Divide Linking data to action in schools, communities, and governments across Australia

THE SALVATION ARMY

Presenters :
Alexandra Diamond, Jane Swansson, Karl Brettig

Salisbury Communities for Children
Facilitating Partner
The Salvation Army Ingle Farm
2005 – 2015
SEIFA 2011 936.7 (822.1 – 1077.1)
2005 – 5 suburbs
2009 – 7 suburbs
2015 – 12 suburbs

Salisbury

Adelaide

In implementing the AEDC in 2006, it was found that, of the five suburbs included in the site, Ingle Farm had the highest proportion (32.5%) of children developmentally vulnerable in one or more domains. Ingle Farm also had the highest proportion of developmentally vulnerable children on the social knowledge and competence domain (17.5%) (AEDI, 2006).

What 2009 and 2012 AEDC results indicate about the efficacy of Salisbury Communities for Children (SC4C)

Presented by: Alexandra Diamond

Presentation on one thread of statistical analyses of AEDC results for Salisbury Communities for Children (SC4C).

- Has SC4C has made a difference to the development of children in its zone?
- How Gregory and Brinkman's Comparative Results Tool was used to :
  - find whether percentages of vulnerable children in amalgamated SC4C suburbs had significantly changed from 2009 to 2012,
  - compare proportions of vulnerability in amalgamated SC4C suburbs and an amalgamated group of matched suburbs.

Comparative Results Tool (CRT)

- Gregory and Brinkman (2013)
- calculates 'critical difference', - to find whether differences in AEDC results between 2009 and 2012 represent statistically significant shifts in the quality of children's development.
- 'Critical difference' varies depending on the number of children in the community and the specific [AEDC] outcome of interest (Gregory & Brinkman 2013).
- 'Critical difference' reassures communities that improved results are probably not by chance.

Has SC4C made a difference to the development of children in its zone?
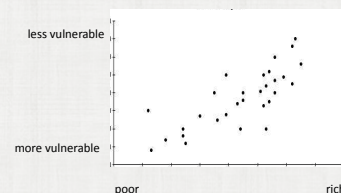
- Experiments: random controlled trials X

- A quasi-experimental design can help us to estimate what the outcomes for children would have been in absence of the program.

So…..

- Explored whether SC4C suburbs had significantly higher or lower percentages of vulnerability than another comparable group of suburbs.
- Used the CRT to discover 'critical differences' between AEDC percentages of vulnerable children in SC4C suburbs and another <u>comparable</u> group of suburbs.

Criteria for 'comparable' suburbs

- Socioeconomic factors (families' access to resources, power and information) are typically found to be statistically related to child development outcomes.
- SEIFA Index of Relative Socio-Economic Disadvantage (IRSD)

Method to allow comparison between outcomes for children living within the SC4C's remit and outcomes for children living outside of SC4C's zone.

1. Accessed the SEIFA IRSD scores based on 2006 census for the SC4C suburbs.
2. 5 other suburbs with similar 2006 SEIFA IRSD scores were chosen to serve as a 'quasi-control group' (ie. the group not getting the SC4C 'treatment') = *non SC4C suburbs*.
3. These *non SC4C suburbs* are located on the other side of a major highway.

Method to allow comparison between outcomes for children living within the SC4C's remit and outcomes for children living outside of SC4C's zone.

4. The numbers of vulnerable children and the numbers of surveyed children in each AEDC domain for the SC4C and non-SC4C suburbs were obtained from the AEDC maps and used to calculate *amalgamated* percentages of vulnerable children in each AEDC domain for the *SC4C* and *non-SC4C* groups of suburbs.
5. Gregory and Brinkman's CRT (2013) was then used to compare:
   - the 2009 and 2012 results of each of the two amalgamated groups,
   - the results of the amalgamated SC4C suburbs with those of the amalgamated non-SC4C suburbs.

- With similar average levels of socio-economic disadvantage, both amalgamated groups of suburbs would normally be expected to have similar AEDC outcomes.
- Critical differences between the two groups' AEDC outcomes may be attributed to differences in levels of developmental supports experienced by the children living in each of the two groups of amalgamated suburbs.

Percentages of children found to be vulnerable in the two amalgamated groups of suburbs in 2009 and 2012

Yellow: Significant reduction in the percentage of children vulnerable from 2009 to 2012;
Pink: Significant increase in the percentage of children vulnerable from 2009 to 2012

		One or more domains	Two or more domains	Physical wellbeing	Social competence	Emotional maturity	Communication and general knowledge	Language and cognitive
SC4C	2009	34.1	18.4	17.2	13.4	13.4	13.7	12
	2012	25.7	15.3	10.4	13.7	11.6	10.2	9.3
Non-SC4C	2009	32.2	17.4	14	13.2	16.6	12.6	8.5
	2012	31.6	14.2	11.1	13.9	12.3	■	9.1

Slide 1

Percentages of children found to be vulnerable in the two amalgamated groups of suburbs in 2009 and 2012

Green: Significantly higher rate of vulnerability than the other amalgamated group of suburbs in the same year.

		One or more domains	Two or more domains	Physical wellbeing	Social competence	Emotional maturity	Communication and general knowledge	Language and cognitive
SC4C	2009	34.1	18.4	17.2	13.4	13.4	13.7	11
	2012	25.7	15.3	10.4	13.7	11.6	10.2	9.3
Non-SC4C	2009	32.2	17.4	14	13.2	16.6	12.6	8.5
	2012	31.5	14.2	11.1	13.9	12.3	9	9.1

Slide 2

Conclusion from 2009 and 2012 AEDC results

Critical differences between the *SC4C* and *non SC4C* outcomes suggests that 5-year old children living in *SC4C* suburbs in 2012 had received more developmental supports than the same aged children living in the *non-SC4C* suburbs in 2012.

Slide 3

Reference

Diamond, A, McInnes, E & Whitington, V 2013, *Family services in suburbs; do they make a difference in children's development? What 2009 and 2012 Australian Early Development Index results reveal about the efficacy of Salisbury Communities for children.* Salisbury Communities for Children, Adelaide.
http://www.salisburyc4c.org.au/resourcedownloads/Salisbury_C4C_2013_Evaluation.pdf

Slide 4

How do we communicate the AEDC results to our community?

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Presented by: Jane Swansson

Slide 5

Salisbury C4C draft vision

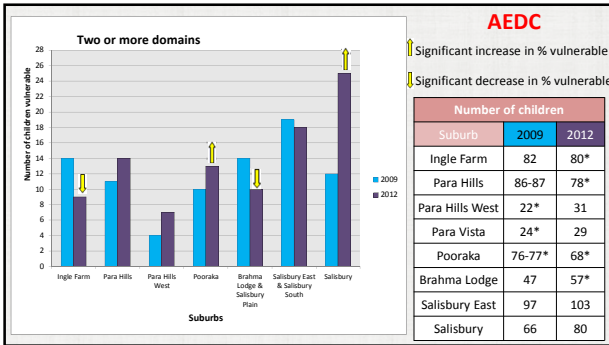We want to see children, families and local communities flourish

Slide 6

Important to me….

"They care when I hurt"
"They're special"
"I love them"

"Always there for you"
"Because they look after me"

"God is looking after me and my family"

Slide 1 — AEDC

Two or more domains

(Bar chart: Number of children vulnerable vs Suburbs — Ingle Farm, Para Hills, Para Hills West, Pooraka, Brahma Lodge & Salisbury Plain, Salisbury East & Salisbury South, Salisbury; legend 2009, 2012)

AEDC

⬆ Significant increase in % vulnerable

⬇ Significant decrease in % vulnerable

Number of children		
Suburb	2009	2012
Ingle Farm	82	80*
Para Hills	86-87	78*
Para Hills West	22*	31
Para Vista	24*	29
Pooraka	76-77*	68*
Brahma Lodge	47	57*
Salisbury East	97	103
Salisbury	66	80

Slide 2 — Example RBA Result Card

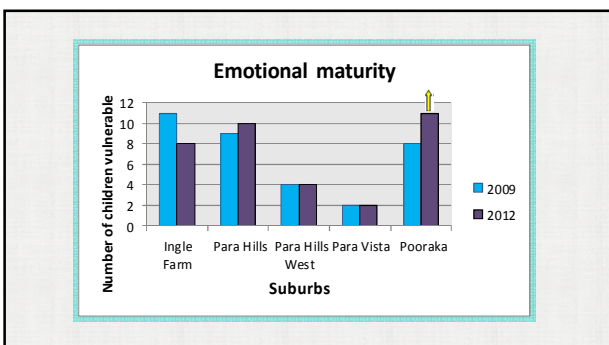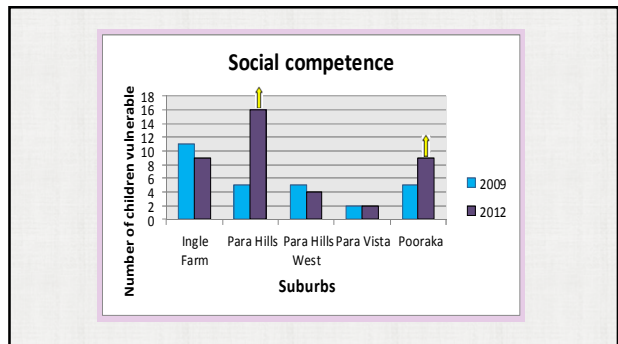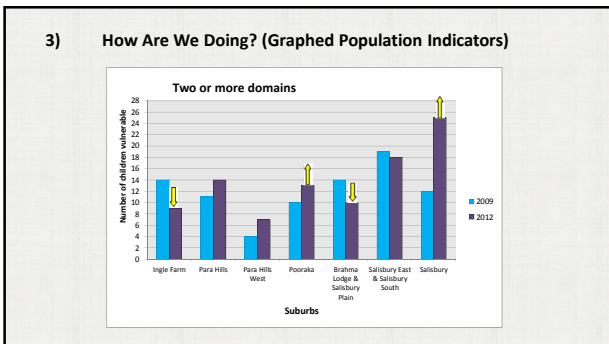**Example RBA Result Card**

Population Accountability

1)   **Quality of Life (Population) Result:**

 We want to see children, families and local communities flourish.

2)   **Why Is This Important?**

Children are the future generation who will be providing the answers to our social, economic and health needs. How well our children and families are doing NOW is critical. We know that 'it takes a village to raise a child' and the role of community around each child and family group is important.

Slide 3

3)   **How Are We Doing? (Graphed Population Indicators)**

Two or more domains

(Bar chart: Number of children vulnerable vs Suburbs — Ingle Farm, Para Hills, Para Hills West, Pooraka, Brahma Lodge & Salisbury Plain, Salisbury East & Salisbury South, Salisbury; legend 2009, 2012)

Slide 4 — Social competence

Social competence

(Bar chart: Number of children vulnerable vs Suburbs — Ingle Farm, Para Hills, Para Hills West, Para Vista, Pooraka; legend 2009, 2012)

Slide 5 — Emotional maturity

Emotional maturity

(Bar chart: Number of children vulnerable vs Suburbs — Ingle Farm, Para Hills, Para Hills West, Para Vista, Pooraka; legend 2009, 2012)

Slide 6

The State of Launceston's Children, 2014

Indicator 1: Developing Well

Children are developing well by age six

Resources

Results scorecard see:

Trying Hard Is Not Good Enough (Friedman, 2005)

Google: results scorecard NZ or

www.familyservices.govt.nz/working-with-us/funding-and-contracting/results-based-accountability/resources/rba-results-card-examples.html

Google: State of Launceston's Children 2014

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in strategic planning and implementation

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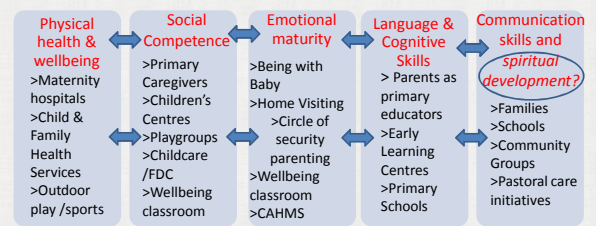
Presented by: Karl Brettig

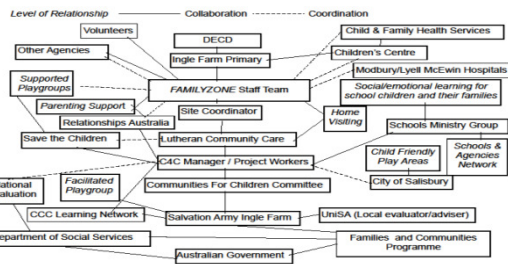**1984 preconditions for perfect implementation**

- External circumstances do not pose significant constraints
- Adequate time and sufficient resources are available
- Combination of resources is actually available
- The actual policy is based upon a valid theory
- Relationship between cause and effect is direct
- Dependency on other agencies is minimal
- Understanding and agreement re: objectives
- Tasks are fully specified in the correct sequence
- Perfect communication and co-ordination
- Perfect obedience

                    - Hogwood & Gunn (1984)

Key partnerships with service providers according to AEDC domains

Physical health & wellbeing	Social Competence	Emotional maturity	Language & Cognitive Skills	Communication skills and *spiritual development?*
>Maternity hospitals >Child & Family Health Services >Outdoor play /sports	>Primary Caregivers >Children's Centres >Playgroups >Childcare /FDC >Wellbeing classroom	>Being with Baby >Home Visiting >Circle of security parenting >Wellbeing classroom >CAHMS	> Parents as primary educators >Early Learning Centres >Primary Schools	>Families >Schools >Community Groups >Pastoral care initiatives

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Salisbury Communities for Children Services Flowchart

Level of Relationship ──── Collaboration ········· Coordination

Volunteers, Other Agencies, Supported Playgroups, Parenting Support, Save the Children, National Evaluation, Facilitated Playgroup, CCC Learning Network, Department of Social Services, DECD, Ingle Farm Primary, FAMILYZONE Staff Team, Site Coordinator, Relationships Australia, Lutheran Community Care, C4C Manager / Project Workers, Communities For Children Committee, Salvation Army Ingle Farm, Australian Government, Child & Family Health Services, Children's Centre, Modbury/Lyell McEwin Hospitals, Social/emotional learning for school children and their families, Home Visiting, Schools Ministry Group, Child Friendly Play Areas, Schools & Agencies Network, City of Salisbury, UniSA (Local evaluator/adviser), Families and Communities Programme

- Building Stronger Communities with Children and Families (in press)

How do we influence developmental outcomes?

- How do you change an impoverished village?
- High levels of vulnerabilities = high levels of entrenched defensiveness
- Data informs where we need to go
- Legitimate community leaders inform what we need to do
- Social networks influence parent/caregiver decisions about what happens
    https://www.youtube.com/watch?v=A_cdyyw1so8
- Need to have conversations and ask - how can we help?

Evidence for efficacy of integrated early childhood services
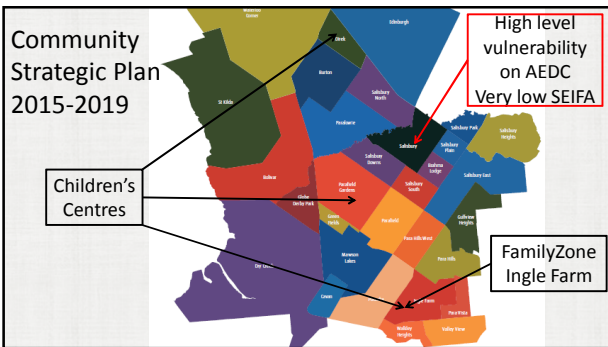
Between 2001 and 2005 the Canadian Toronto First Duty program developed integrated services across child care, kindergarten and family support in five community school-based hubs. A second phase from 2006 to 2008 focused on putting knowledge into practice, changing policies and further developing the model (Corter, et al 2009). Evaluation of Toronto First Duty sites found that children benefited socially and were more prepared for school with higher levels of parental involvement compared to children who had not participated. Researchers found that parents felt more confident in helping their children learn, and made connections with other parents. They also found that quality of non-parental care services for children was the central and most consistent factor determining effects of those services on children (Corter et al 2009).

- Brettig & Sims (2011), *Building Integrated Connections for children their families and communities. p57*

Place-based models of integrated service provision

*FamilyZone Ingle Farm uses the hub concept as a pivotal element of an **integrated service model**. The concept reflects the emerging move to co-located and coordinated services inherent in the design of Sure Start in the UK and many other early intervention children's service delivery models throughout the USA, Canada and Europe. Although there is already a strong evidence base for integrated service delivery for early childhood services, FamilyZone provides an excellent illustration of the additional **benefits for particularly vulnerable populations**, such as recently arrived migrants and refugees and socially isolated young single parents. The project also provides some useful insights into the role of helping professionals. In addition to the promotion of collaboration as a pathway to improved client outcomes, the project comments on **the nature of family–worker and worker–worker relationships** that contribute to empowering practice as well as minimise burnout.*

http://www.aifs.gov.au/institute/cafcappp/ppp/profiles/pppdocs/cfc_familyzone.pdf

Community Strategic Plan 2015-2019

High level vulnerability on AEDC Very low SEIFA

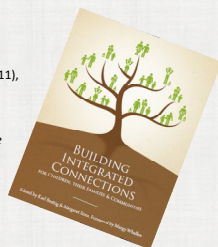Children's Centres

FamilyZone Ingle Farm

Bridging the divide from data to action – some key questions

- What is your authorising environment?
- How are you going to fund activities?
- What is your incentive to get evidence to market?
- What is the story behind the data that will be heard?
- What are good practice examples from around the world?
- Who are the key players?
- Who are the senior people who may stay longer?
- Consultations/corridor conversations with key players?
- How can we build a community of practice?
- How can we make initiatives sustainable?
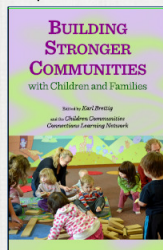- How can we capture learnings?

http://www.phcris.org.au/knowledge_exchange/events/sahmri_2014.php

Publications

Brettig, K.& Sims, M. (2011), *Building Integrated Connections for Children their Families and Communities. Cambridge Scholars Publishing.*

in press…

BUILDING STRONGER COMMUNITIES with Children and Families

http://www.salisburyc4c.org.au/learningnetwork.php

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