School-Based and Early Interventions

David MacKenzie

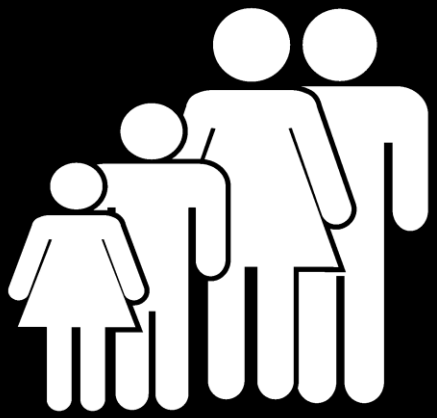
AWH4. 1.30-3.00pm. 6 Nov 2018.
Canadian Alliance to End Homelessness Conference

The Geelong Project

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)

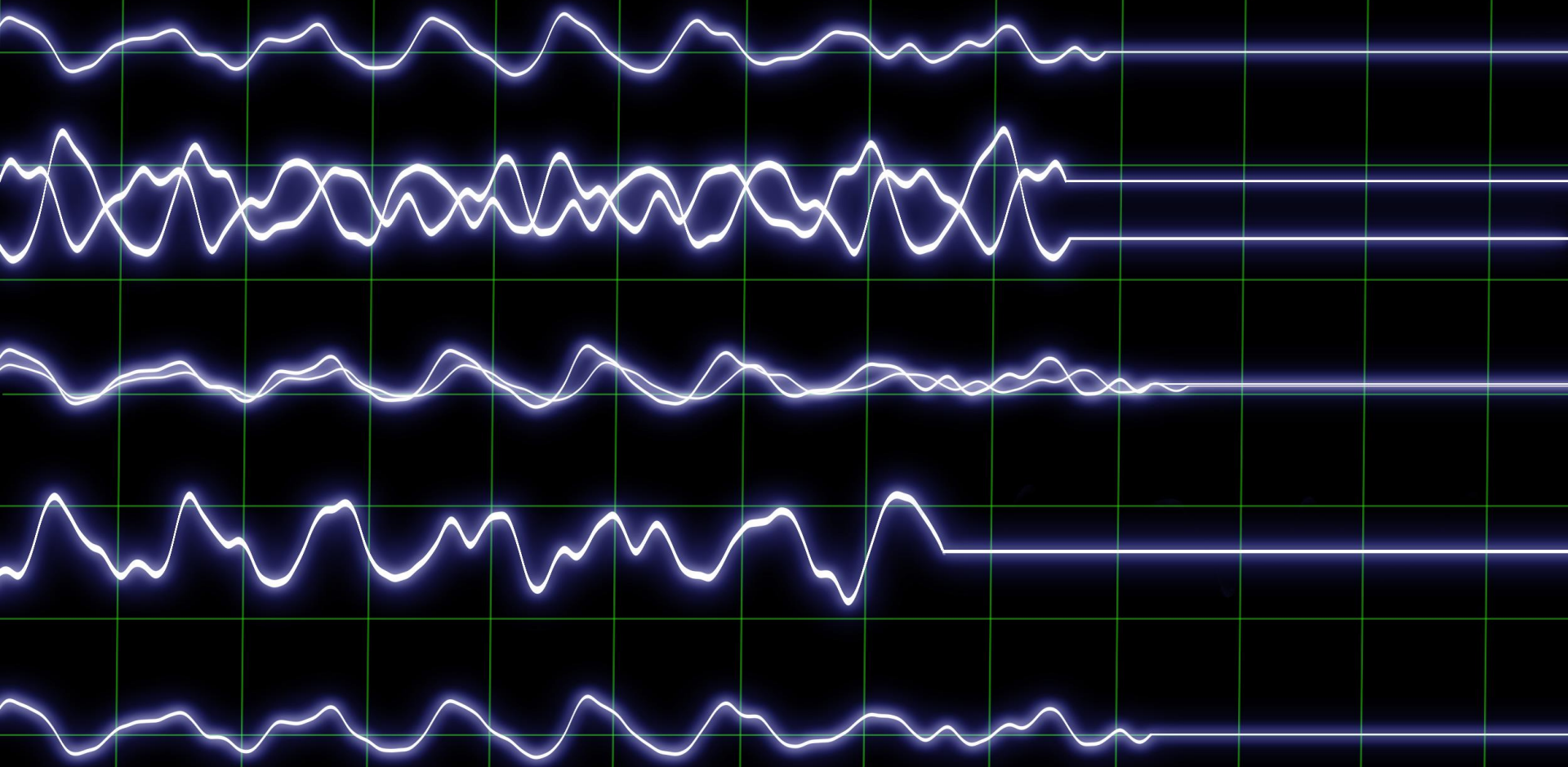
Illicit substance use down: Est. 1000 have smoked marijuana; 84 tried ICE; 120 tried ecstasy

The need for system reform

Geelong (circa 2012-13)

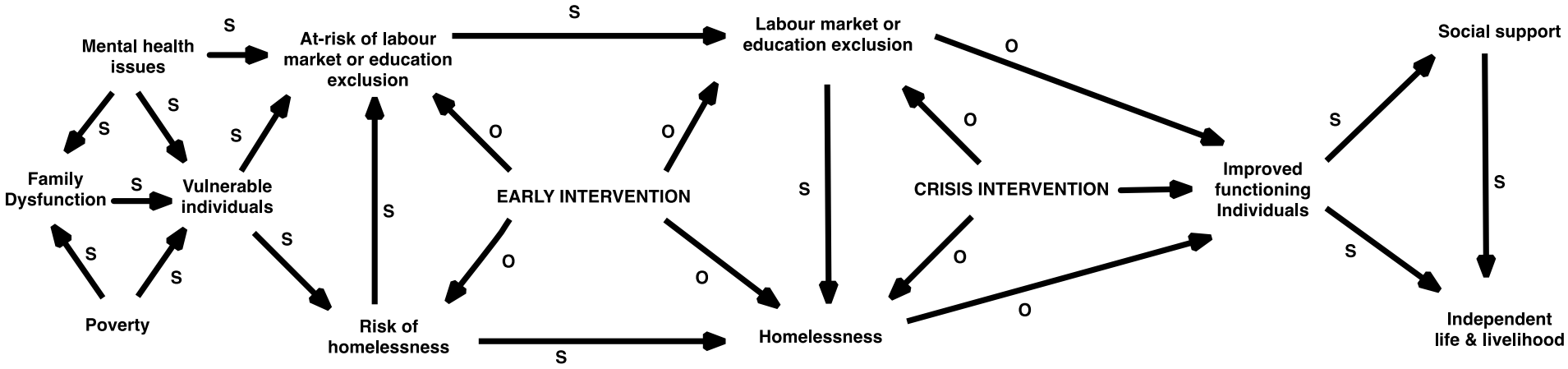
- 913 young people entered the Homelessness System in Geelong - ↑4% per annum;
- 88% (806) young people entering homelessness not engaged in Education, Training and Employment;
- 2% of young people accessing short-term crisis accommodation returned home following support;
- Low educational outcomes;
- Youth unemployment in Geelong more than 30%.

Statistics … Statistics … Statistics



Nothing seemed to be changing?

Conceptualising Systems: a causal loop diagram



O - opposite i.e. if early intervention goes up then the risk of labour market and education exclusion goes down

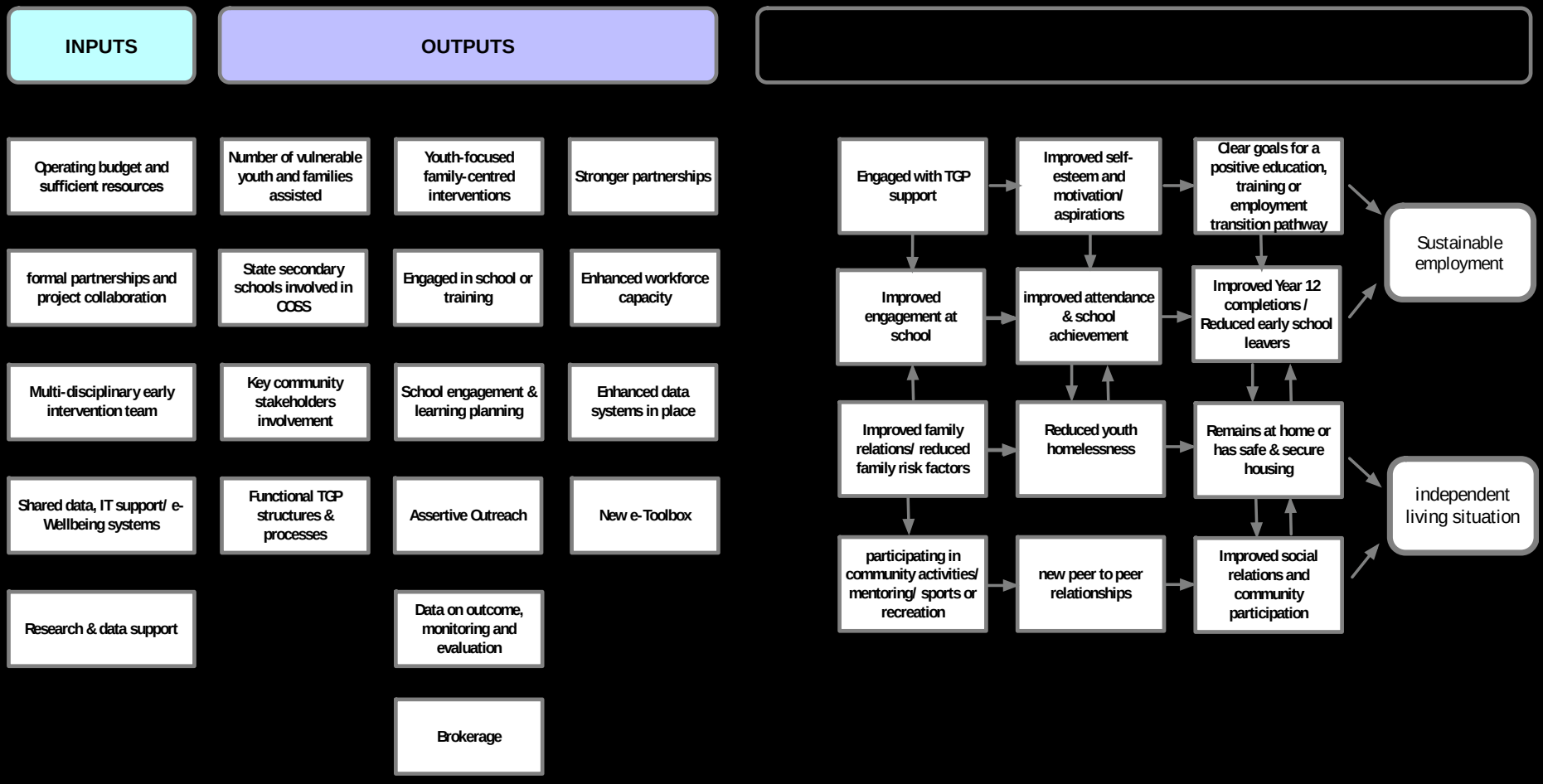
S - same i.e. if risk of homelessness goes up then homelessness goes up

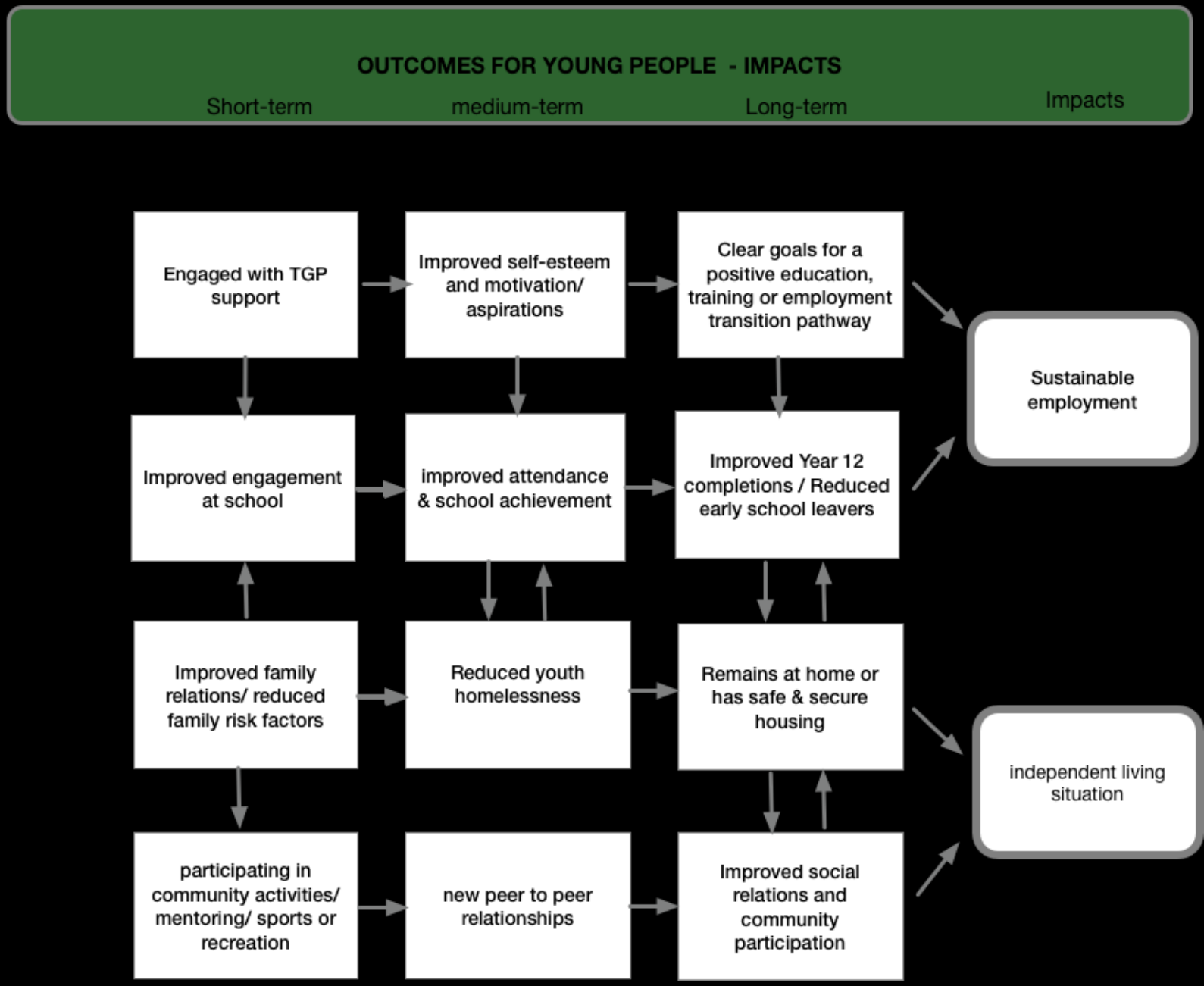
The Geelong Project

The 'community of schools and services' model of early intervention

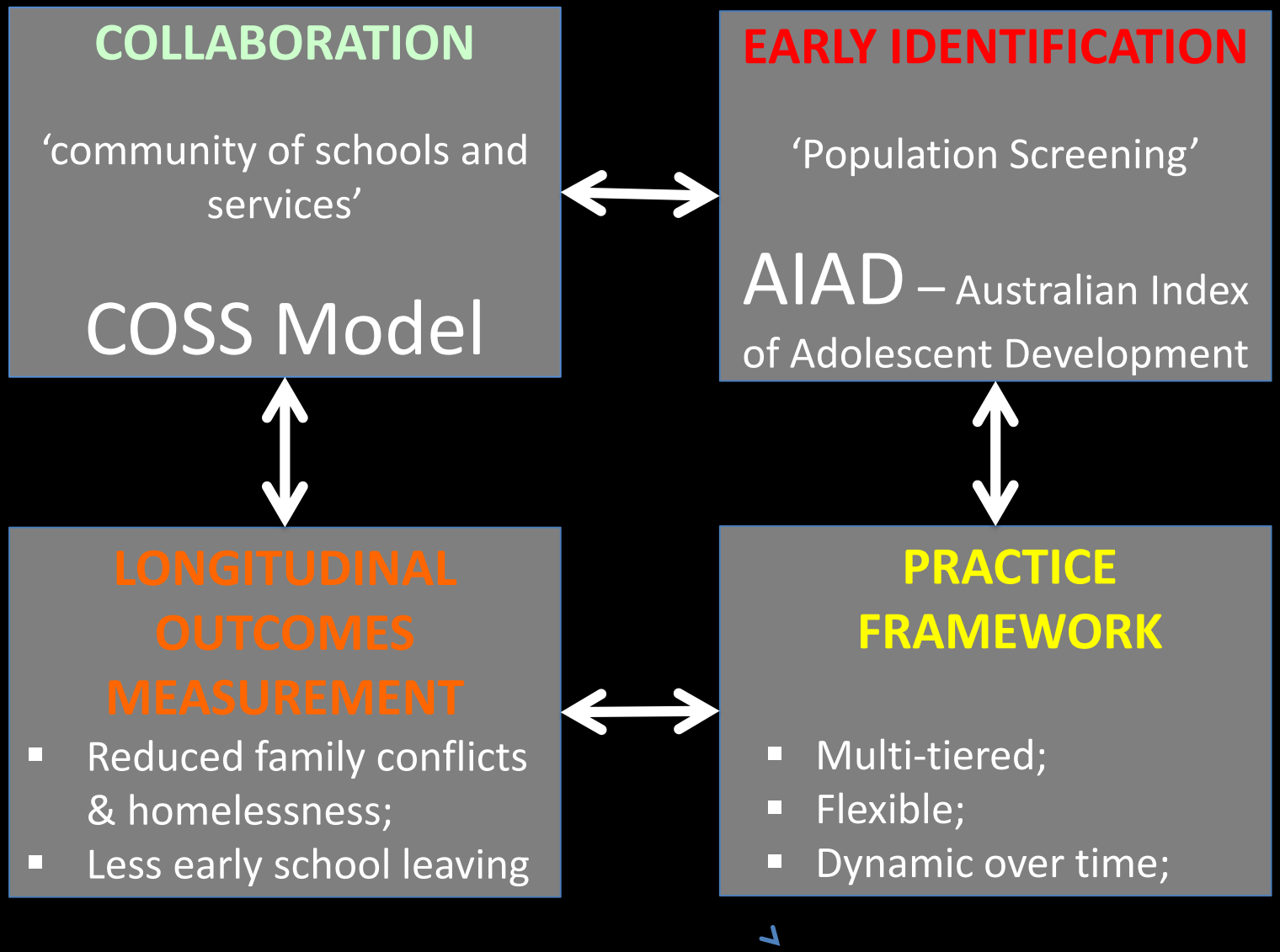
[COSS MODEL]

The Geelong Project Program Logic

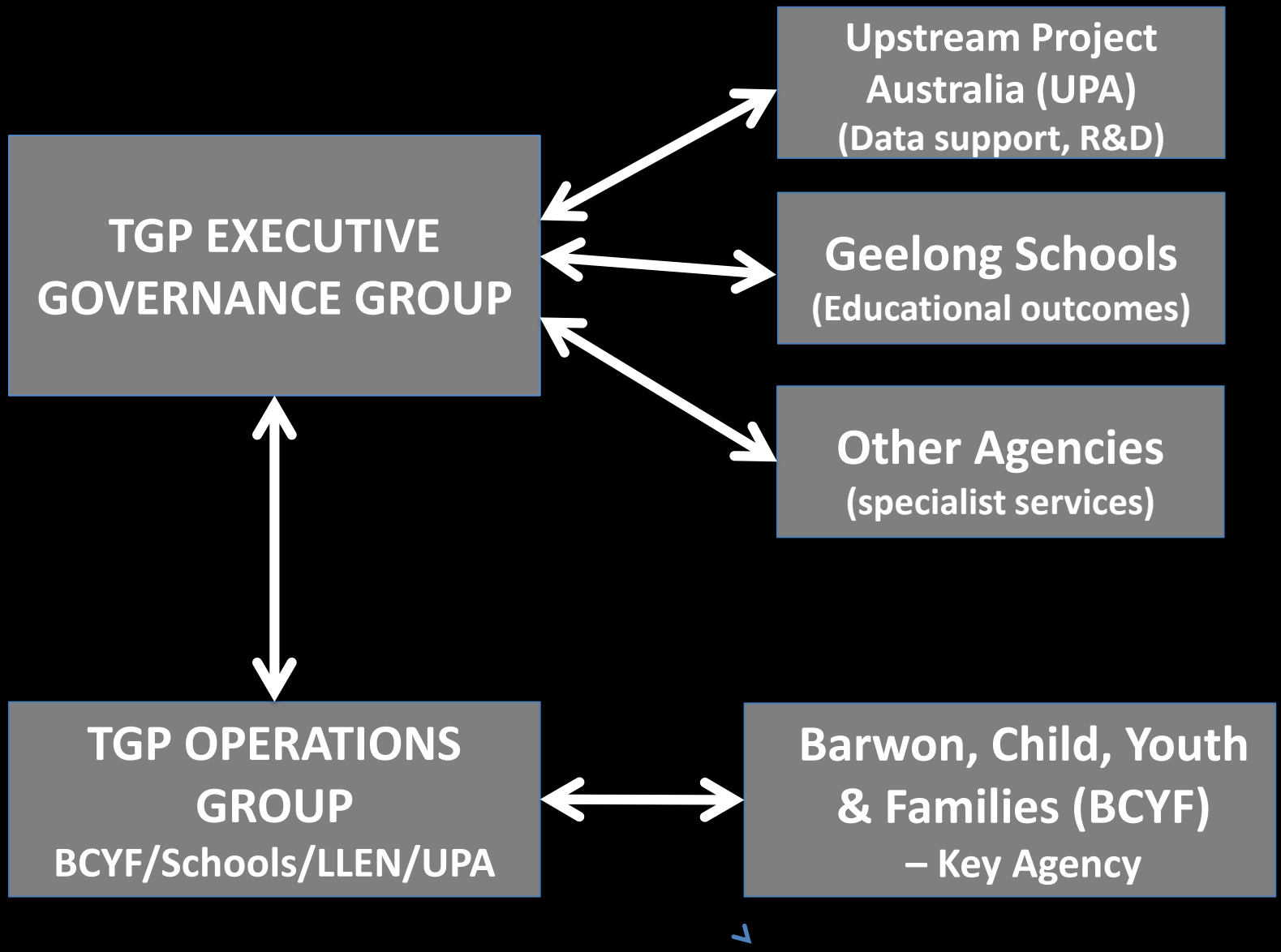



OUTCOMES FOR YOUNG PEOPLE - IMPACTS
Short-term
medium-term
Long-term
Impacts
Engaged with TGP support
Improved self-esteem and motivation/ aspirations
Clear goals for a positive education, training or employment transition pathway
Sustainable employment
Improved engagement at school
improved attendance & school achievement
Improved Year 12 completions / Reduced early school leavers
Improved family relations/ reduced family risk factors
Reduced youth homelessness
Remains at home or has safe & secure housing
independent living situation
participating in community activities/ mentoring/ sports or recreation
new peer to peer relationships
Improved social relations and community participation

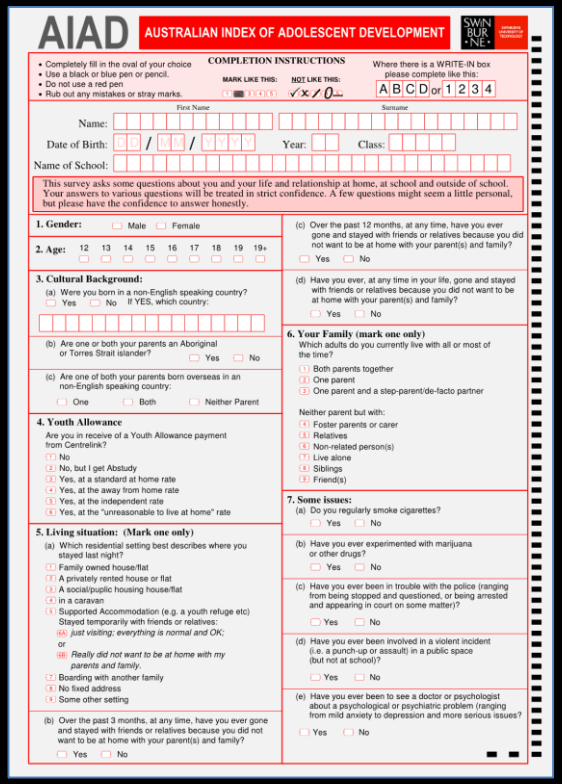
Foundations of TGP/ COSS Model



Foundations of TGP/ COSS Model



AUSTRALIAN INDEX OF ADOLESCENT DEVELOPMENT 'population screening'



AIAD — AUSTRALIAN INDEX OF ADOLESCENT DEVELOPMENT

COMPLETION INSTRUCTIONS

- Completely fill in the oval of your choice
- Use a black or blue pen or pencil.
- Do not use a red pen
- Rub out any mistakes or stray marks.

MARK LIKE THIS: ✓ ✗ / 0 — NOT LIKE THIS:

Where there is a WRITE-IN box please complete like this: A B C D or 1 2 3 4

Name: First Name / Surname

Date of Birth: D D / M M / Y Y Y Y Year: Class:

Name of School:

This survey asks some questions about you and your life and relationship at home, at school and outside of school. 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.

1. Gender: Male Female

2. Age: 12 13 14 15 16 17 18 19 19+

3. Cultural Background:
(a) Were you born in a non-English speaking country? Yes No If YES, which country:
(b) Are one or both your parents an Aboriginal or Torres Strait islander? Yes No
(c) Are one of both your parents born overseas in an non-English speaking country: One Both Neither Parent

4. Youth Allowance
Are you in receive of a Youth Allowance payment from Centrelink?
1 No
2 No, but I get Abstudy
3 Yes, at a standard at home rate
4 Yes, at the away from home rate
5 Yes, at the independent rate
6 Yes, at the "unreasonable to live at home" rate

5. Living situation: (Mark one only)
(a) Which residential setting best describes where you stayed last night?
1 Family owned house/flat
2 A privately rented house or flat
3 A social/puplic housing house/flat
4 in a caravan
5 Supported Accommodation (e.g. a youth refuge etc)
6A Stayed temporarily with friends or relatives: *just visiting; everything is normal and OK;* or
6B *Really did not want to be at home with my parents and family.*
7 Boarding with another family
8 No fixed address
9 Some other setting

(b) Over the past 3 months, at any time, have you ever gone and stayed with friends or relatives because you did not want to be at home with your parent(s) and family? Yes No

(c) Over the past 12 months, at any time, have you ever gone and stayed with friends or relatives because you did not want to be at home with your parent(s) and family? Yes No

(d) Have you ever, at any time in your life, gone and stayed with friends or relatives because you did not want to be at home with your parent(s) and family? Yes No

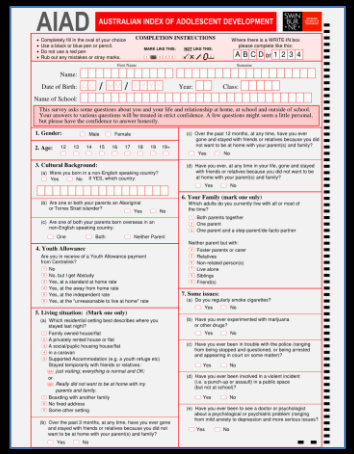
6. Your Family (mark one only)
Which adults do you currently live with all or most of the time?
1 Both parents together
2 One parent
3 One parent and a step-parent/de-facto partner

Neither parent but with:
4 Foster parents or carer
5 Relatives
6 Non-related person(s)
7 Live alone
8 Siblings
9 Friend(s)

7. Some issues:
(a) Do you regularly smoke cigarettes? Yes No
(b) Have you ever experimented with marijuana or other drugs? Yes No
(c) Have you ever been in trouble with the police (ranging from being stopped and questioned, or being arrested and appearing in court on some matter)? Yes No
(d) Have you ever been involved in a violent incident (i.e. a punch-up or assault) in a public space (but not at school)? Yes No
(e) Have you ever been to see a doctor or psychologist about a psychological or psychiatric problem (ranging from mild anxiety to depression and more serious issues? Yes No

- **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 AUSTRALIAN INDEX OF ADOLESCENT DEVELOPMENT

COMPLETION INSTRUCTIONS

- Completely fill in the oval of your choice
- Use a black ballpoint pen or pencil.
- Do not use a red pen.
- Rub out any mistakes or stray marks.

MARK LIKE THIS: ● NOT LIKE THIS: ✓ ✗ 0

Where there is a WRITE IN box please complete like this: A B C D or 1 2 3 4

Name: First Name Surname

Date of Birth: / / Year: Class:

Name of School:

This survey asks some questions about you and your life and relationship at home, at school and outside of school. Your answers will be confidential. This means that they will be treated in strict confidence. A few questions might seem a little personal, but please have the confidence to answer honestly.

1. Gender: Male Female

2. Age: 12 13 14 15 16 17 18 19 19+

3. Cultural Background:
(a) Were you born in a non-English speaking country? Yes No If YES, which country
(b) Are one or both your parents an Aboriginal or Torres Strait Islander? Yes No
(c) Are one of both your parents born overseas in an non-English speaking country: One Both Neither Parent

4. Youth Allowance:
Are you in receive of a Youth Allowance payment from Centrelink?
No
No, but I get Abstudy
Yes, at a standard at home rate
Yes, at the away from home rate
Yes, at the independent rate
Yes, at the "unreasonable to live at home" rate

5. Living situation: (Mark one only)
(a) Which residential setting best describes where you stayed last night?
Family owned house/flat
Rented house/flat/house or flat
A social/public housing house/flat
In a caravan
Supported Accommodation (e.g. a youth refuge etc)
Stayed temporarily with friends or relatives:
(a) just visiting: everything is normal and OK;
or
(b) Really did not want to be at home with my parents and family.
Boarding with another family
No fixed address
Some other setting

(b) Over the past 2 months, at any time, have you ever gone and stayed with friends or relatives because you did not want to be at home with your parent(s) and family? Yes No

(c) Over the past 12 months, at any time, have you ever gone and stayed with friends or relatives because you did not want to be at home with your parent(s) and family? Yes No

(d) Have you ever, at any time in your life, gone and stayed with friends or relatives because you did not want to be at home with your parent(s) and family? Yes No

6. Your Family (mark one only)
Which adults do you currently live with all or most of the time?
Both parents together
One parent
One parent and a step-parent/de facto partner
Neither parent but with:
Foster parents or carer
Relatives
Non-related person(s)
Alone
Siblings
Friend(s)

7. Some issues:
(a) Do you regularly smoke cigarettes? Yes No

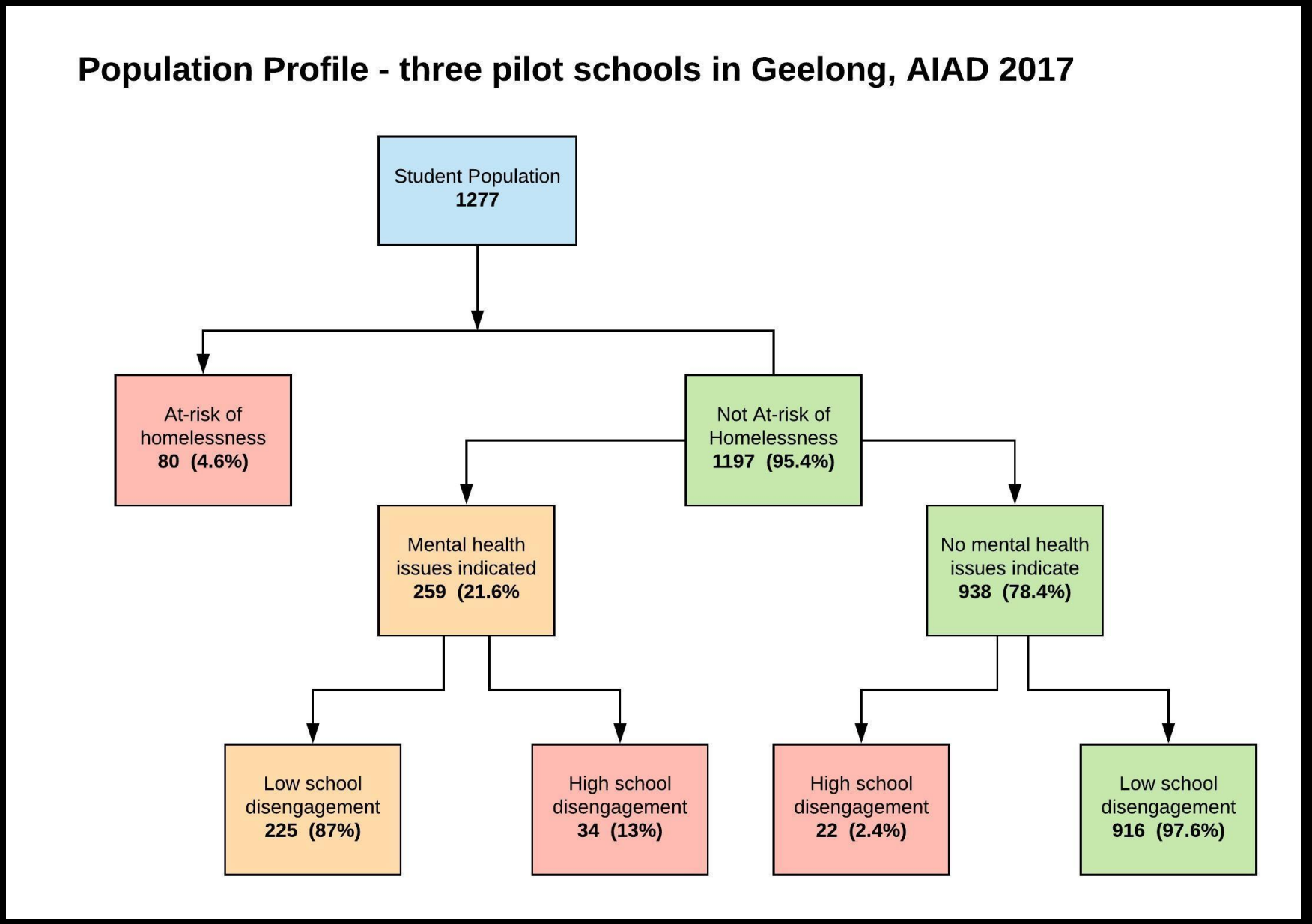
(b) Have you ever experimented with marijuana or other drugs? Yes No

(c) Have you ever been in trouble with the police (ranging from being stopped and questioned, or being arrested and appearing in court on some matters? Yes No

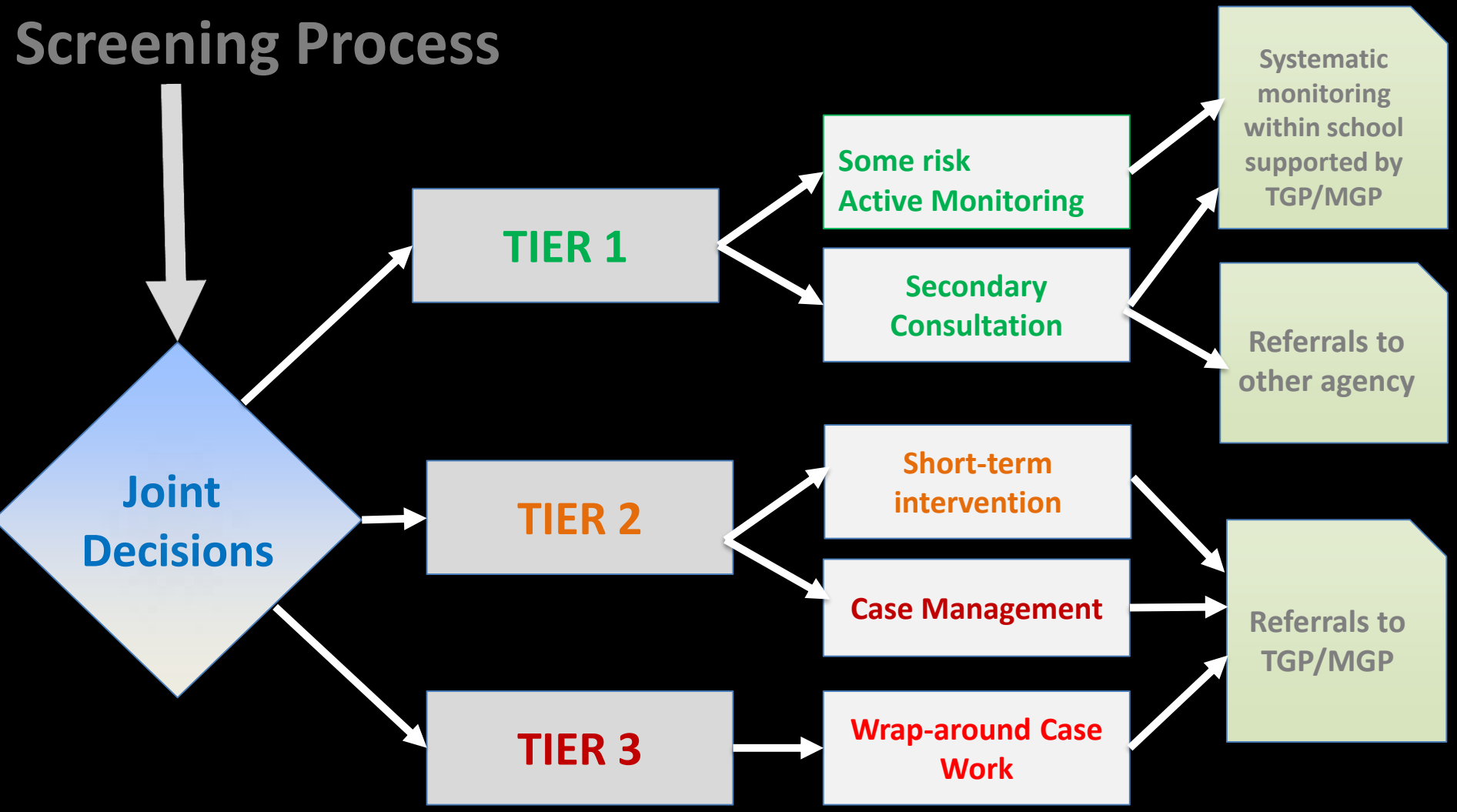
(d) Have you ever been involved in a violent incident (fight, assault) in a public space (but not at school)? Yes No

(e) Have you ever been to see a doctor or psychologist about a psychological or psychiatric problem (ranging from mild anxiety to depression and more serious issues? Yes No

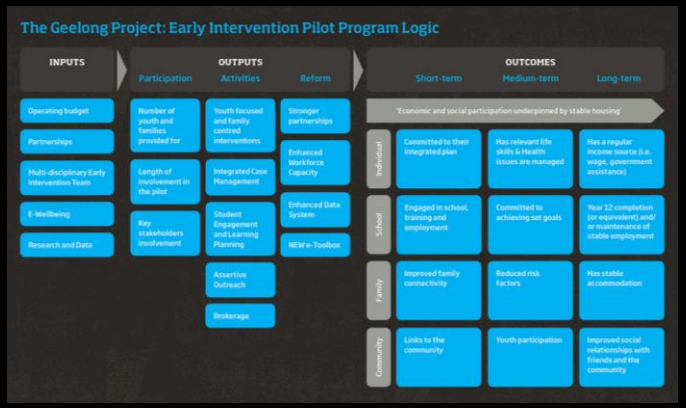
At-risk population breakdown – 3 pilot schools

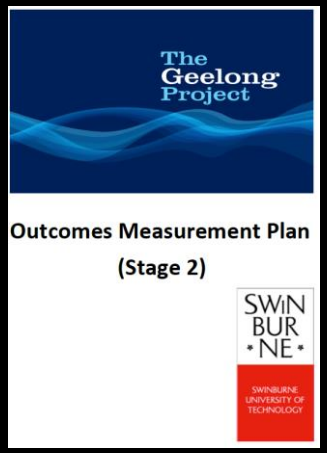


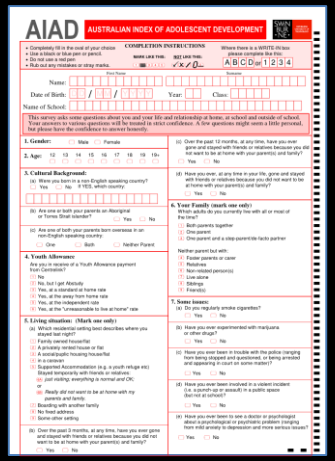
From EARLY ID to Youth-Focused & Family-Centred INTERVENTIONS

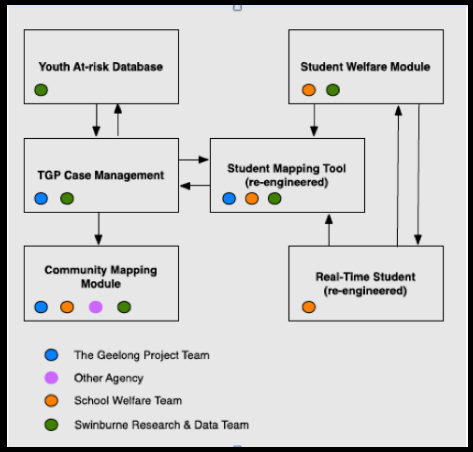


LONGITUDINAL OUTCOMES MEASUREMENT





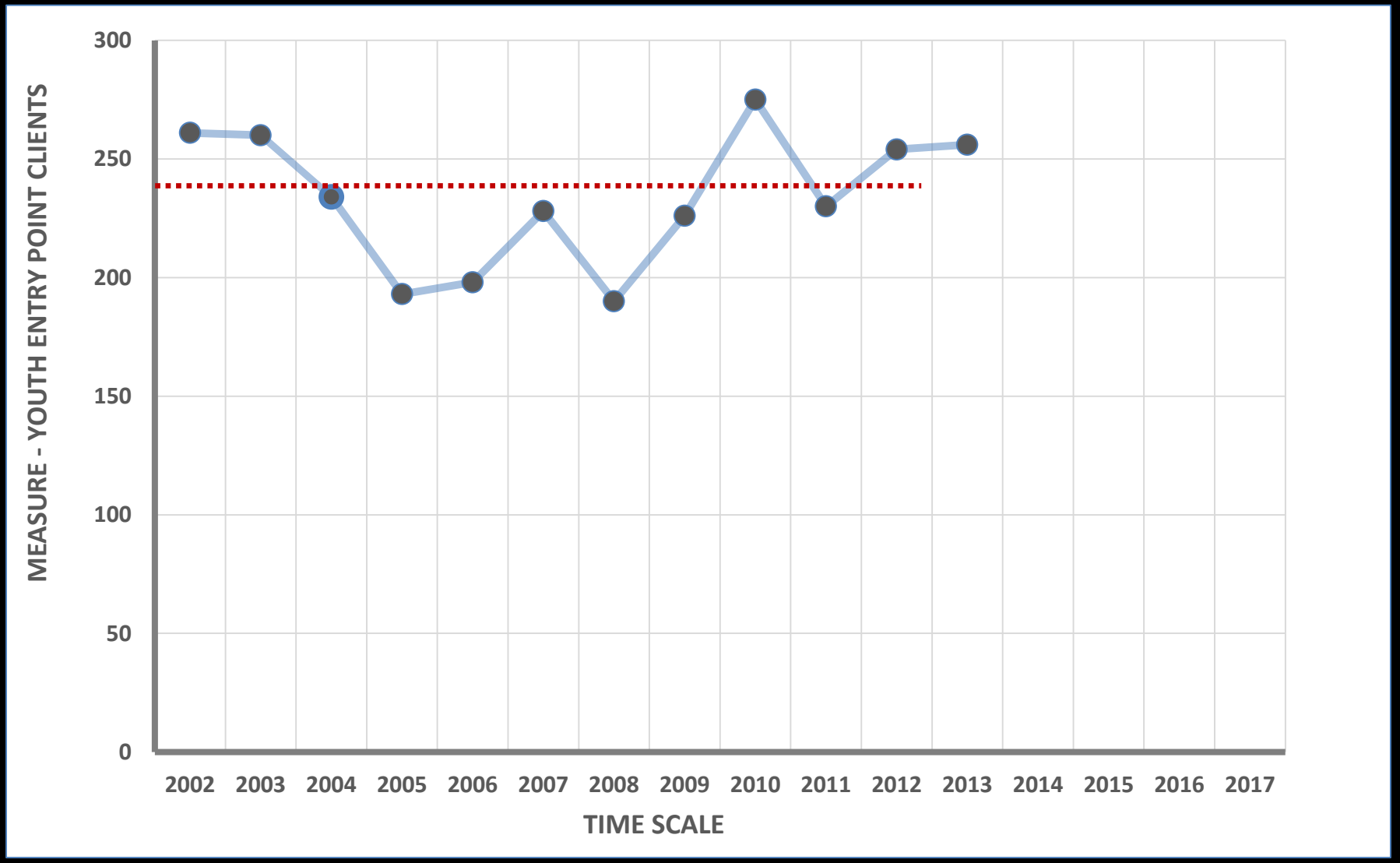




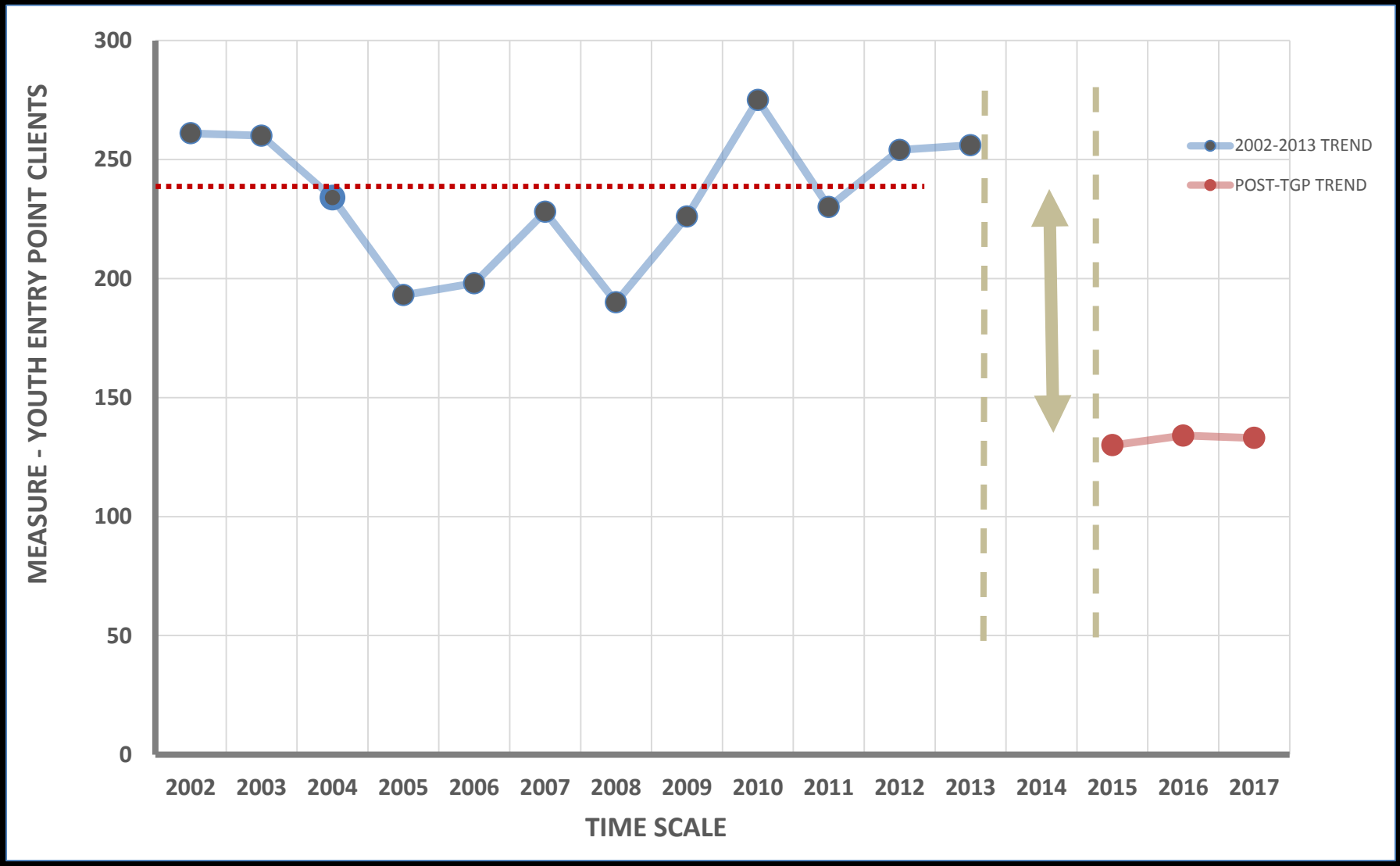
- Innovation;
- Iterative & agile;
- Practical & constructive;
- Creative problem-solving;
- Developmental evaluation.

What results?

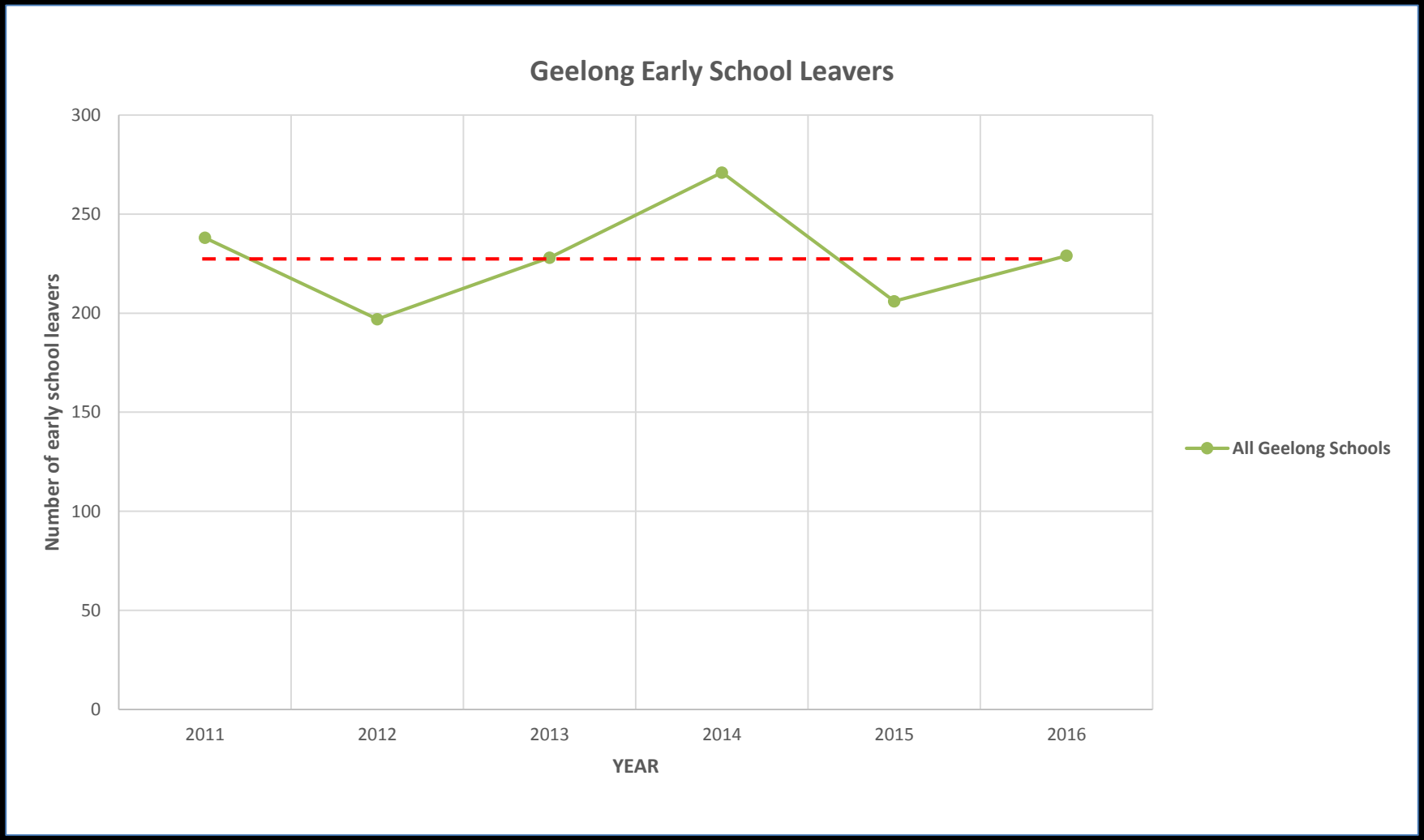
The number of homeless adolescents [Geelong 2002 – 2017]



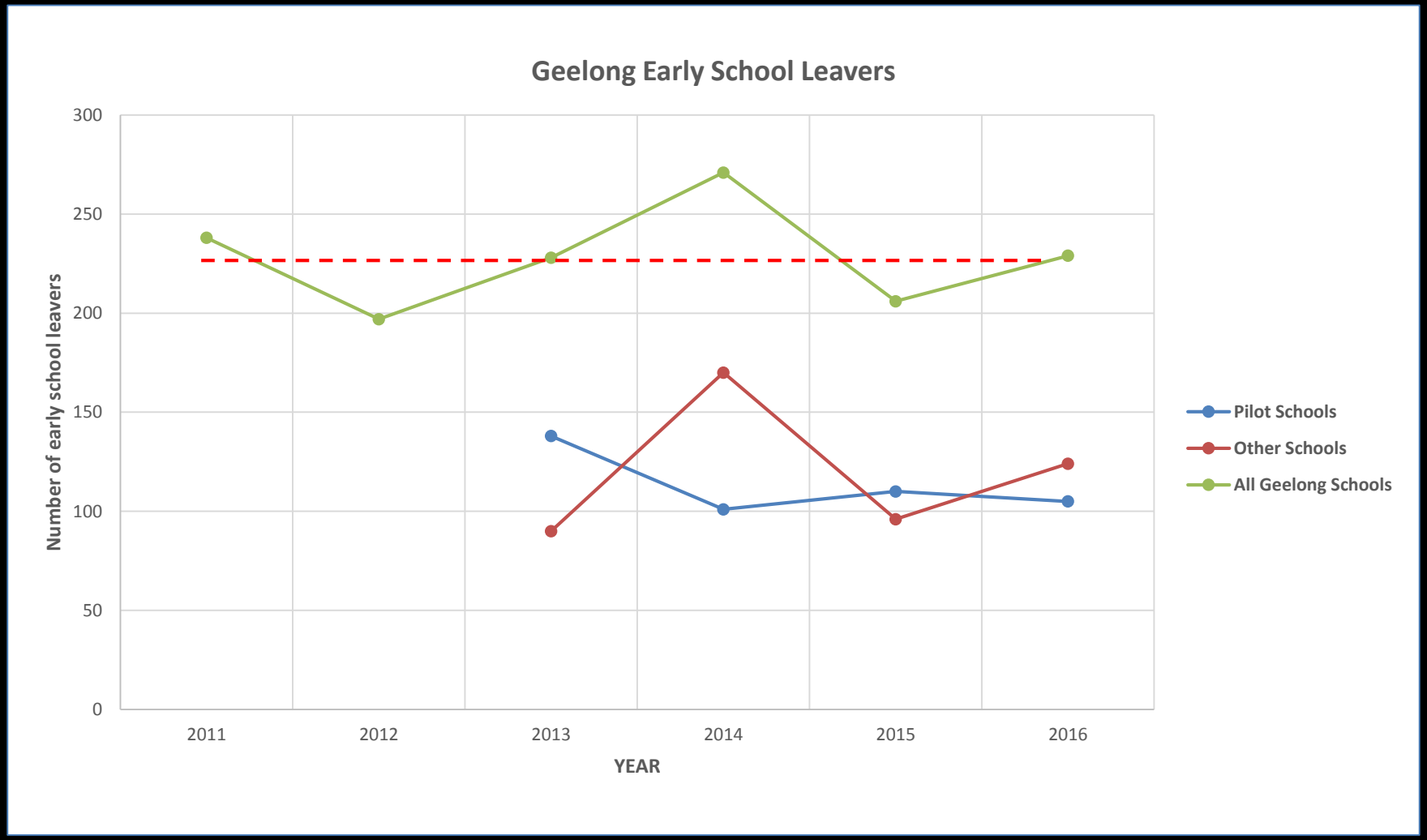
The number of homeless adolescents [Geelong 2002 – 2017]



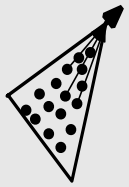
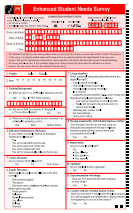
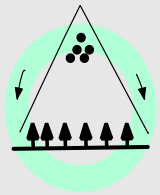
Geelong early school leavers



Geelong early school leavers



'Collective Impact'

Common Agenda		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.
Shared Measurement		Data collection and measurement of outcomes consistently across all participants to ensure efforts remain aligned and participants hold each other accountable.
Mutually Reinforcing Activities		The activities of participants may be different while still being tightly coordinated through a mutually agreed common plan of action.
Continuous Communication		Consistent and open communication amongst participants to build trust, assure mutual objectives and build common motivation.
Backbone Support		A skilled staff and organisational form to build and manage the entire collective impact initiative by coordinating the participant organisations and activities.

The challenge is place-based system reform and a cross-sectoral approach