SAFE KIDS



October 2014

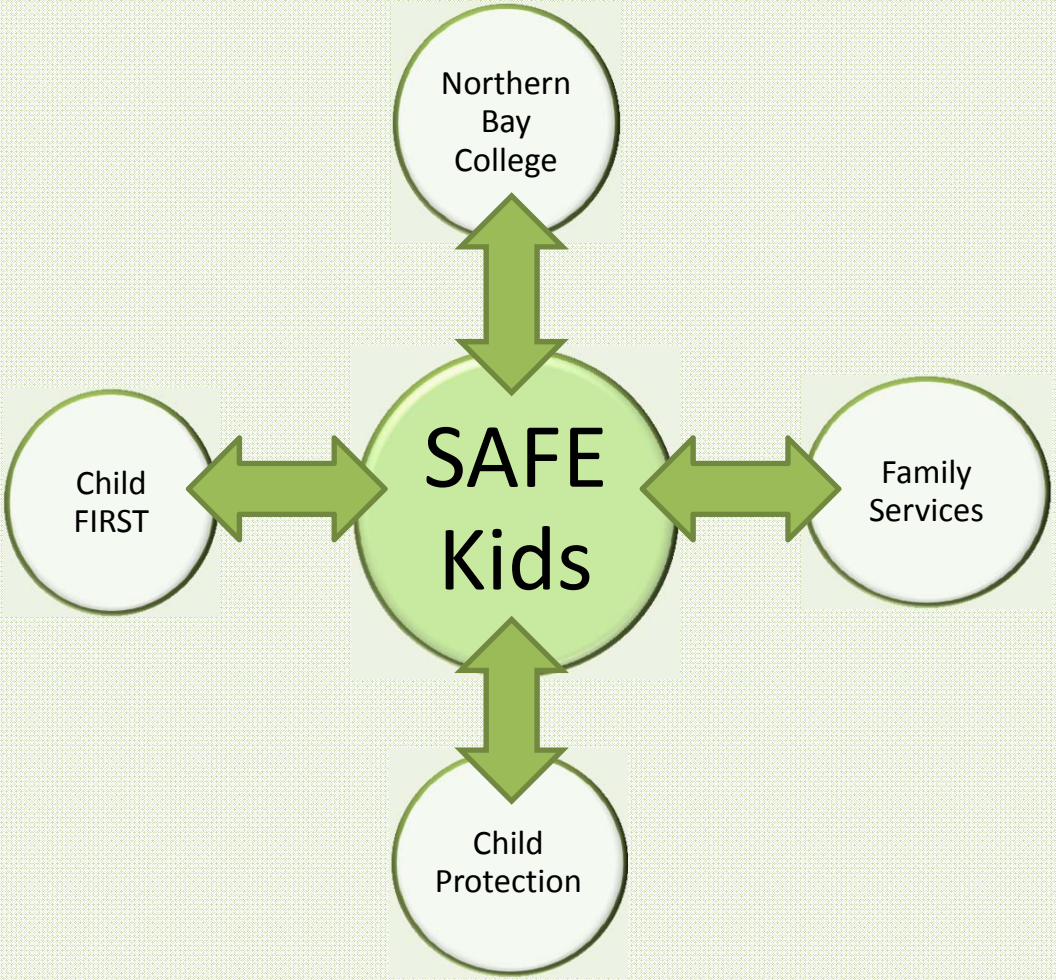
SAFE Kids

Schools & Families Enable Kids



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LINK **CONDUIT** **BROKER**



Improve information sharing

Streamline referral pathways

Increase safety & stability

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SAFE Kids

A framework to strengthen service co-ordination to protect vulnerable children





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Evaluation Project

Northern Suburbs Schools Hub Pilot
Later renamed to become SAFE Kids

- What we did?
- What we found?

Approach

- Results Based Accountability
  - How much did we do?
  - How well did we do it?
  - Is anyone better off?

Mark Friedman (2005)

Data Collection

- Original program documentation
- Program logic exercise
- Demographic information (schools)
- Service delivery data including ChildFIRST data
- Staff surveys
- Partnership measures
- Feedback measures
- Focus group
- Interviews

What we found

- Schools and families were disadvantaged
- Exceeded targets
- Improved partnerships

What we found

Families

- felt ‘heard’
- didn’t feel judged
- more prepared to become involved in their children’s schools

What we found

School staff

- If you were concerned about the welfare of a child how confident would you feel to make a report to Child Protection?

Very Confident

July 2010	March 2011	July 2012
19%	22%	29%

What we found

Family Services and Child Protection Staff

- The role of the worker highly valued
- A ‘Bridge’, ‘broker’ or ‘facilitator
- About relationship building

Reflections on the evaluation process

- Plan the evaluation before the project begins …but if you don't,
- all is not lost

- Results accountability asks three simple questions: what did we do, how much did we do and is anyone any better off?

- Program logic is a valuable tool for thinking about what we do and why

- Programs collect large volumes of data for reporting to funding bodies –it tells us how much we did and contributes to our knowledge about people being better off

- Listen to people's stories about their outcomes