

The **A**rea **B**ased **C**hildhood Programme 2013 -2016

Design and Implementation Support and Contracting

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Introduction

- What is the design stage?
- What are the expectations of 'Areas' during this stage?

Overview of the Presentation

- Outcomes Areas
- Logic Model and Implementation Plan
- Implementation Stages
- Implementation Support Process

Outcomes Area Framework

Outcome Area	Indicators (Drawn from ABC Programme Logic Model)	Measures (Examples)
Child Health and Development	<ul style="list-style-type: none"> • Improved developmental outcomes • Improved pro social behaviour • Reduced anti -social behaviour • Reduction in children experiencing abuse and neglect • Reduction in referrals to social work • Reduction in children entering the care system 	<ul style="list-style-type: none"> • Short Early Development Instrument (SEDI) • Strengths and Difficulties Questionnaire • National Child Care Information System
Parenting	<ul style="list-style-type: none"> • Reduced parental stress • Parents equipped with positive parenting skills and strategies • Improved parental mental health • Improved parental self efficacy • Improved parent child relationships 	<ul style="list-style-type: none"> • Parenting Stress Index (PSI) • Global Adult Functioning Scale • Parental Self Efficacy Scale
Children's Learning	<ul style="list-style-type: none"> • Children are ready for school • Increased parental involvement in children's learning at school and in the home • Improved numeracy and literacy attainment • Improved school attendance • Successfully negotiated transitions • Increase in school completion (Primary Level, Junior Cert etc) 	<ul style="list-style-type: none"> • SEDI • Home Learning Scale • National Standardised Tests • Attendance rates • School completion rates

Outcomes Area Framework

Outcome Area	Indicators(Drawn from the ABC Programme Logic Model)	Measures (Examples)
Integrated Service Delivery	<ul style="list-style-type: none"> • Interagency collaboration in service delivery • Increased use of evidence based programmes • Integrated accessible services being delivered across education, health and social care and between community and statutory services • National quality standards adhered to • Strong local leadership and buy-in, in local community • Effective linkages between families, schools and communities • Internal self evaluation structures in operation • Learning collated and disseminated 	<ul style="list-style-type: none"> • CSC CYPPs and LCDC plans • Number of EBPs in use • Fidelity measures • Aistear/Siolta implementation • Internal evaluation frameworks • Findings reports disseminated
Programmes and services embedded in mainstream delivery	<ul style="list-style-type: none"> • Learning utilised to inform mainstream practice • Services and programmes designed and planned in and through the mainstream • Scaling up of evidence based and evidence informed practices and programmes at local and national level • Programmes and practices are replicated in other areas nationally • Service and programme commissioning informed by evidence and evaluation 	<ul style="list-style-type: none"> • Agency/organisations strategic plans • Commissioning strategies

Vision/Overall Aim of (Insert Name/Area) Consortium:

e.g. A community where health, education and early years services for children and families...

Monitoring and evaluation: e.g. school/PHN data on...; pre and post testing...

Objectives

Inputs

Key Activities & Outputs

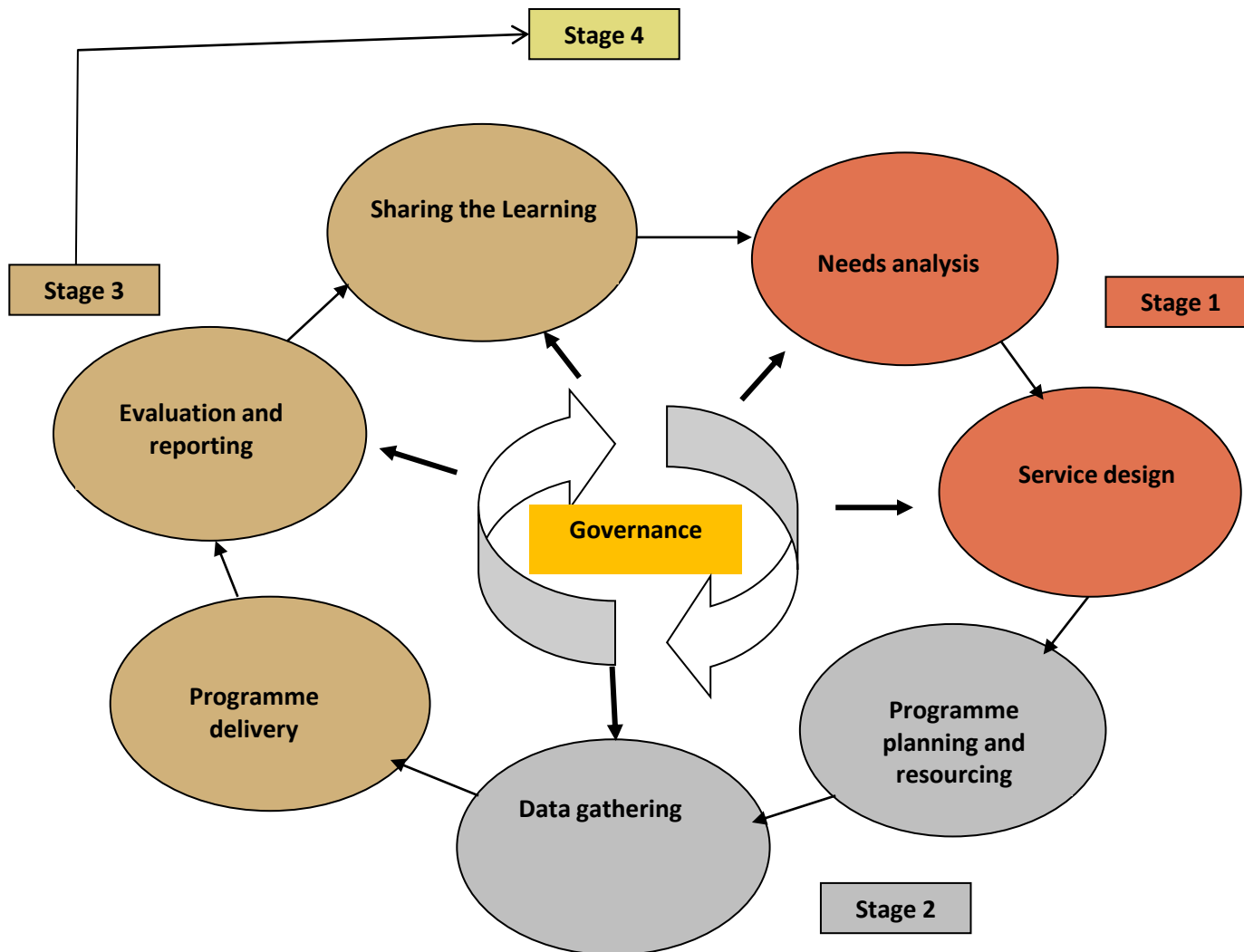
Short Term Outcomes (by 2016)

Longer Term Outcomes

Evidence: e.g. local needs analysis and consultation, Blueprints Promising Programme

Area:		Responsible (individuals or agencies leading)	Assumptions	Timeline											
Consortium:				2014				2015				2016			
Lead Organisation:				Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Implementation Tasks															
1	EXPLORING AND PREPARING e.g. Consultation with community, staff and parents e.g. Appointment of project team and project manager														
2	INSTALLATION - PLANNING AND RESOURCING														
3	INITIAL IMPLEMENTATION														
4	FULL IMPLEMENTATION - BUSINESS AS USUAL														

Stages of Implementation



Stage One: Exploring and Preparing

Stage in the cycle	Activities Involved
Needs analysis	<ul style="list-style-type: none"> ● Procedures for consultation, e.g. with users, clients, peers, experts, etc ● Understanding the policy context and aligning organisational objectives ● Procedures for gathering information about needs, e.g. use of small area data (Pobal), CSO, SONC, reports etc ● Using evidence from research, evaluations, reports (local, national, international) ● Identification of what works, e.g. EBPs ● Tools for needs analysis ● Procedures for collating, synthesising information and prioritising ● Establishing baseline information
Service design	<ul style="list-style-type: none"> ● Purpose ● Set up and governance ● Theory of change and logic modelling ● Results based accountability – universal and targeted ● Focus on (few and significant) outcomes ● Schedule of activities (5WH) ● Monitoring and Evaluation framework <ul style="list-style-type: none"> ○ Self-evaluation

Stage Two: Installation – Planning and Resources

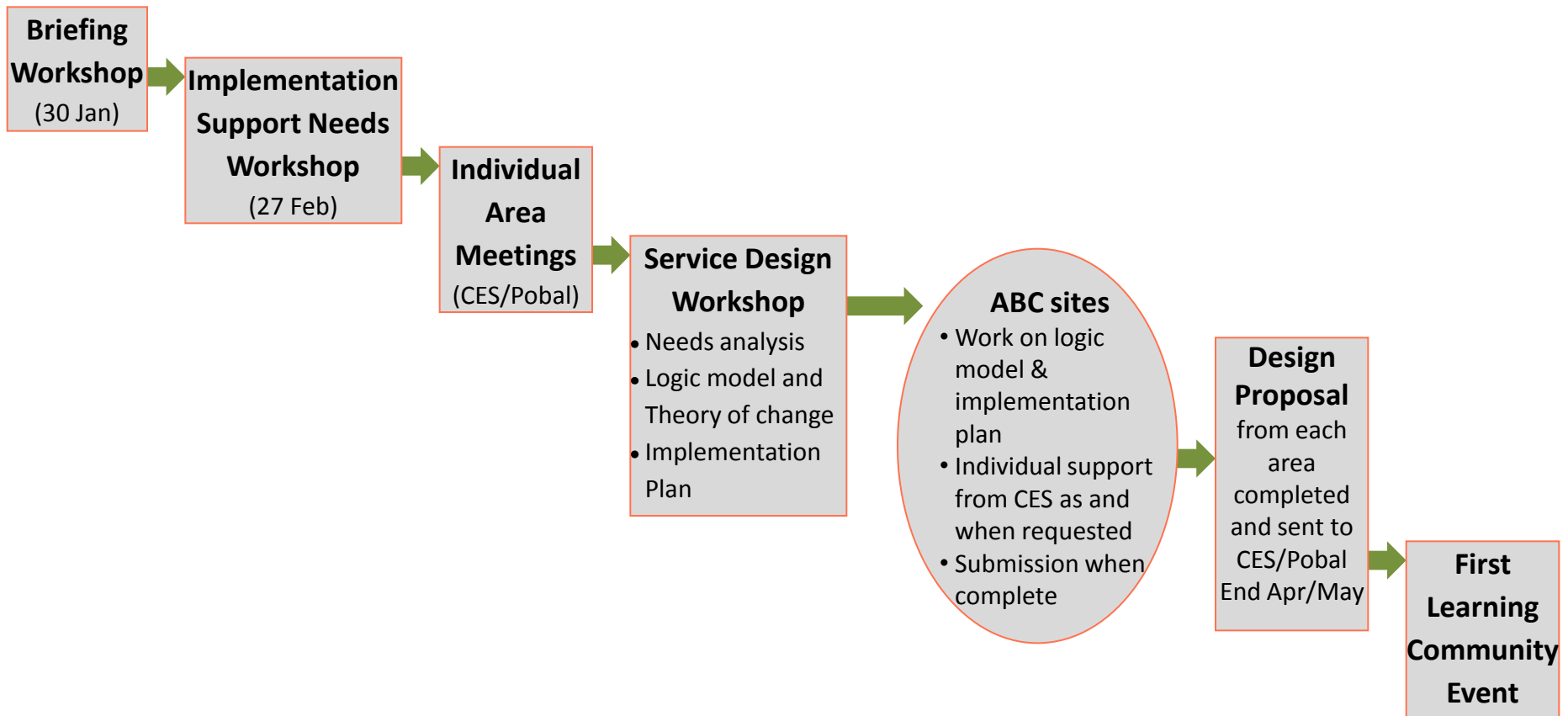
Stage in the cycle	Activities Involved
Programme Planning and Resourcing	<ul style="list-style-type: none"> • Buy in, consultation and collaboration • Working with implementation drivers • Programme management and coordination • Recruitment, training, supervision, coaching • Managing and issuing contracts • Communication, support and assistance
Data management	<ul style="list-style-type: none"> • Data base set up • Data collection procedures • Information sources • Participant selection criteria and process • Quality assurance procedures

Stage Three: Initial Implementation

Stage in the cycle	Activities Involved
Programme Delivery	<ul style="list-style-type: none"> ● Running programmes and services ● Critical friends ● Involving stakeholders ● Continuous review, modification and renegotiation of the design as needed ● Feedback mechanisms ● Ongoing supervision, coaching and training
Evaluation and reporting	<ul style="list-style-type: none"> ● Purpose of the internal evaluation ● Analysing quantitative and qualitative information ● Linking process to outcomes ● Measures and tools ● Service user involvement ● Ensuring quality of evaluation ● Progress on achieving outcomes ● Reporting lines and responsibilities ● Adhering to report formats
Sharing the Learning	<ul style="list-style-type: none"> ● Distil learning and key messages ● Sharing learning ● Methods of communication and dissemination of learning ● Replication of successful practices and programmes ● Development of knowledge transfer products (materials, resources, tools, etc) ● Knowledge transfer methods (e-zines, newsletters, reports) ● Learning community

Implementation Support Process

January	February	March	April/May	June
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ABC Programme Contract

- Contracting runs in tandem with the design process
(e.g. next steps of Individual area meetings in March / Followed by workshop with lead organisations)
- Funding under the ABC Programme is subject to entering a contract with Pobal
- Contracting is an underpinning process: Intended to ensure delivery of ABC Programme objectives by providing sufficient, shared clarity and confidence in respect of “What, Why, Who, Where; When, How” for each area
 - Ensuring preparedness all round
 - Managing risk
 - Building a set of effective working relationships and arrangements
 - Providing legal commitment and assurance

ABC Programme Contract

- Contract between parties, for a defined purpose, duration and amount;
- Requires a lead organisation for each area that:
 - Is properly constituted
 - Is well governed
 - Has strong financial management, accounting and controls
 - Provides collaborative leadership
 - Offers structure / support to consortium
- Requires an effective set of collaborative arrangements:
 - Active buy-in to area collaboration and programme participation
 - Provides a cascade of auditable governance and management discipline

ABC Programme Contract

- Contract will incorporate a range of programme requirements: e.g.
 - Logic model
 - Implementation plan and milestones
 - Budget and Leverage Requirement
 - Financial procedures and management
 - Reporting (outcomes; financial; governance)
 - Information management and retention
 - Evaluation
 - Governance (e.g. conflict of interest)
 - Procurement
 - Publicity

ABC Programme Contract

- Pobal role in balancing oversight and support (co-working with CES)
 - Will involve some checking and validating by Pobal in respect of governance and financial management
 - Will involve reporting to Pobal
 - Will involve support
 - May involve intervention
- Three dimensions:
 - Lead organisation
 - Area
 - Programme
- In a nutshell: Viability; Integrity; Performance; Reporting
- Avoid surprises!

Breakouts & Discussion with Panel: PROMPTS

- What have you heard about other areas' plans and experience that is of particular interest to your area?
- Have you questions about your own area?
- Are you clear about what happens next?