Calgary and Area Regional Collaborative Service Delivery

Early Childhood (Level 2) Logic Model
2019.02.15

Vision

Children and youth reach their full potential.

- Children and youth are successful
- Children and youth are healthy
- Children, youth, and their families are secure and resilient

Ways of Working

In its initial Conceptual Service Delivery Model Calgary and Area RCSD identified six "ways of working", which were subsequently defined and developed more fully in a Service Delivery Rubric and a Network Governance Level Rubric. These ways of working are meant to guide the approach of Calgary and Area RCSD and are incorporated throughout the Logic Model in the identified Actions, Outputs, and Outcomes. The ways of working are:
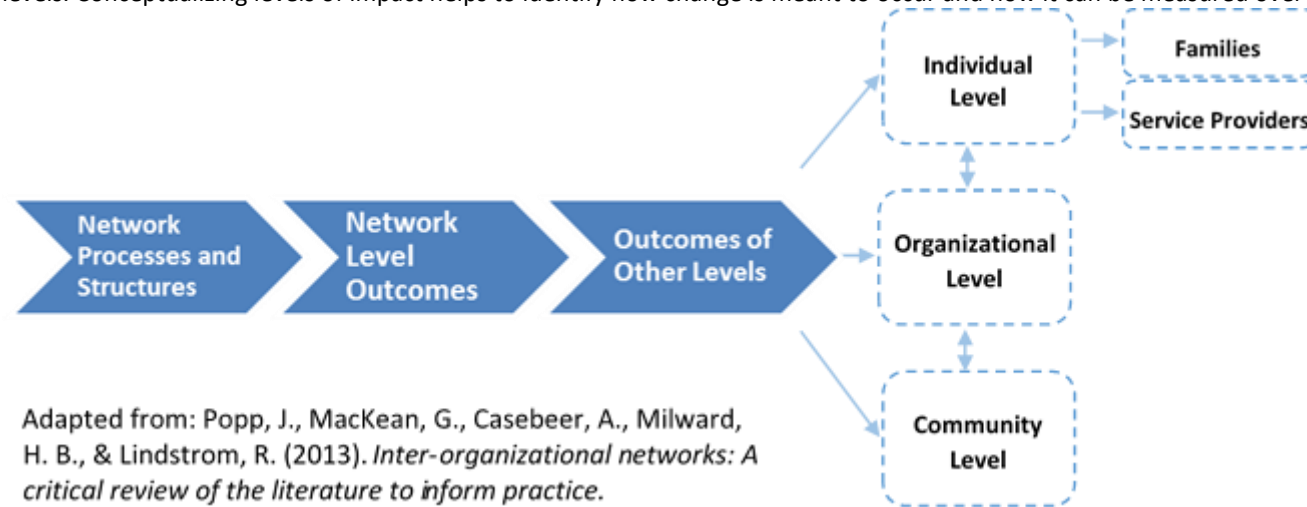
Partnering With Children, Youth, and Families

Partners Collaborating and Sharing Information

Integrating Service Delivery

Providing a Continuum of Supports and Services

Building Capacity

Promoting Innovation and Evidence Informed Practice

Purpose

The purpose of Regional Collaborative Service Delivery (RCSD) is to enable the collaboration between Health (including Alberta Health Services), Children's Services, Community and Social Services, Education, First Nations and community organizations to address identified needs, coordinate and leverage systems, build system capacity, and plan for sustainability in meeting the needs of children, youth, and their families.

Evaluating Across the Network Levels

Calgary and Area RCSD is a network of organizations working toward a common goal. Networks operate and produce outcomes at multiple levels: Network, Individual, Organizational and Community. In the case of Calgary and Area RCSD, Individual outcomes can be seen for both Children, Youth and Families and Service Providers. Strong network level outcomes are viewed as prerequisites for positive outcomes at other levels. Conceptualizing levels of impact helps to identify how change is meant to occur and how it can be measured over time.

Adapted from: Popp, J., MacKean, G., Casebeer, A., Milward, H. B., & Lindstrom, R. (2013). *Inter-organizational networks: A critical review of the literature to inform practice.*

Reach

Logic models typically direct attention to casual chains by highlighting the progression from inputs > activities > outputs > outcomes. Including 'reach' extends the logic model by referencing those with, or for whom, the action is occurring (i.e., the intended audience of influence or benefit). This puts the beneficiaries in the forefront, grounding the purpose and focus of the work of the initiative. Montague (1998) initially made the case for the inclusion of reach, arguing that it increased potential to improve the strategic focus of organizations, while also making the logic model more practical for real world managers. (Montague, S. [1998] Build Reach into Your Logic Model. Performance Management Network. http://www.pmn.net/wp-content/uploads/Build-Reach-into-Your-Logic-Model.pdf).

Calgary and Area RSCD Reach

- Children, youth and families
- First Nations
- Partner systems - Health, Education, Children's Services, Community and Social Services
- Service providers – provincial and community organizations
- Governments and Policy makers - Federal, Provincial, Municipalities, First Nations
- Researchers
- Foundations and other non-government funders
- Professional Regulatory Bodies, Post-Secondary Institutions - Students and Instructors
- Planners – Workforce, Municipal, others
- Communities, First 2000 Days Network, ECD Coalitions and other ECD stakeholders

Introduction

The Early Childhood (Level 2) Logic Model is aligned with the overarching Calgary and Area RCSD (Level 1) Logic Model. The purpose of the Early Childhood Logic Model is to gather and use information to explore opportunities to better align Early Childhood services in Calgary and Area, to clarify transition pathways into services and school and to advance the work in the area. The Level 2 Logic Model will help guide the Early Childhood Working Group to support the development of inclusive communities and the connections between providers in the RCSD partner systems and early childhood services and resources. The Early Childhood Working Group will continue to work with cross-sector service providers to bring current evidence into clinical practice and promote interprofessional understanding to strengthen collaborative practice and overall quality of service.

Acknowledgements

Acknowledgements are due to numerous people for contributing to the creation of the Early Childhood Logic Model: to Gene Krupa and Kate Woodman, Catalyst Research and Development Inc., for facilitating the development process and for drafting the Level 2 Logic Model; to the Early Childhood Working Group for their thoughtful input and guidance; and to the Calgary and Area Regional Manager for the organization of the project and refinement of the final draft.

Glossary (continue to add others as necessary)

Family/ Families – This term is meant to refer to children and their parents, grandparents, guardians, alternate caregivers or whoever they identify as their family of choice or natural supports.

Providers- This term is meant to refer to front-line service providers, practitioners and professionals.

Knowledge Mobilization (KMb) – Knowledge Mobilization may be defined as *moving available knowledge into active service to benefit society*. It supports connections and exchange between research/expertise and policy/practice (including professionals or others whose work can benefit from research findings) in order to improve outcomes – in the case of RCSD, outcomes primarily in the public sector. The knowledge to be mobilized may include either that which has been gathered through systematic study, or that gathered through experience. (Adapted from www.en.wikipedia.org).

Network – There are many definitions for networks. In RCSD, the term refers to inter-organizational networks, where three or more organizations are working together collaboratively toward a common purpose. The relationships are enduring and involve exchange among organizations. (Adapted from Popp et al. [2014] Inter-Organizational Networks: A Review of the Literature to Inform Practice. http://www.businessofgovernment.org/report/inter-organizational-networks-review-literature-inform-practice.)

Early Childhood (EC) – Narrowly, early childhood is the period of a child's life from birth through to the end of their fifth year. More broadly, the months before and after this period (conception to school entry or even age 8) are often included. The age distinction is necessary in discussions of policies and programs. For example, prenatal and maternal health, though outside the defined window of early childhood, have tremendous impact on the birth to 5-year period. Similarly, an individual's 'early childhood' (birth to 5) has impact on how children transition to and through the first years of primary school.

Early Childhood Development (ECD) – During the early childhood age range, a child develops the physiological, social and psychological skills, and neural pathways and patterns that set the foundations for health, well-being and success in later years. It is true that the early years last a lifetime. ECD goes beyond is more than school-readiness or childcare or health outcomes, and encompasses all dimensions of development, including physical, emotional, social, intellectual.

Integration – Integration is used to describe the process of creating an inter-ministerial and intersectoral, coordinated approach to all services and supports as they relate to ECD. Integration is a means to improve the effectiveness of programs and policies. In ECD it often involves the formation of integrated networks among related sectors such as social welfare, school systems, employment and health services.

Early Childhood System Coordinator – The Early Childhood System Connector works collaboratively with the Early Childhood Working Group (EC-WG) to gather and use information to explore opportunities, better align early childhood services in Calgary and Area, clarify transition pathways into services and school, build system capacity and responsiveness to the needs of young children and their families, and to generally advance the work in the early childhood area

Cross-Ministry – includes provincial government ministries, Health, Education, Children's Services, Community and Social Services

Acronyms
ECD – Early Childhood Development
RCSD – Regional Collaborative Service Delivery
EC-WG- Early Childhood Working Group
KMb – Knowledge Mobilization

Assumptions	External Factors[1]	Inputs[2]
The Early Childhood Working Group (EC-WG)- can improve processes related to the early years (from Level 1LM) through engaging partner systems and collaborating with community stakeholders - Partner systems can achieve common understanding of issues and challenges facing families, and paths to success - Families have different capacities to understand and act due to trauma, interest, education, background, etc. Understanding of key concepts (e.g., development, play, learning, talking with children) may differ due to culture and experience - Some families have difficulties accessing Early Childhood information and navigating services - There is no province-wide integrated ECD strategy/plan. Work has been done to inform policy makers as to the importance of ECD [3] - Professionals working with children know the importance of early childhood development and how to facilitate it - RCSD has a role in facilitating system alignment, collaboration among partners and clearer pathways into programs and services - No one system is solely responsible for the provision of Early Childhood outcomes, so the efforts of many systems must be integrated - All of society benefits from investments in appropriate early childhood development programs - Some Early Childhood services are well resourced in Calgary and Area. There is a strong foundation of knowledge and existing supports, services and partnerships which can be better aligned and integrated to better serve children and families	**Provincial Government** - Funding priorities changes - Policy changes – Ministerial level - Fluctuating priorities – loss of continuity **Calgary and Area** - Complexity of service arena - Support from community advocacy efforts - Population growth and influx - Population diversity **Societal** - Importance of including beneficiaries – E.g., Parents' voice and choices - Impact of a downturned economy on families - Increased number of children with complex needs - Technology impacts on health, care, lifestyle - The general population's awareness of the importance of ECD is low and tends to undervalue investing in the sector.[4]	**People:[5]** - RCSD Network and Early Childhood Working Group (i.e., Information flow channels) - Frontline Service Providers - RCSD Secretariat - RCSD Early Childhood Systems Connector (i.e., M. Maxwell) **Resources:** - Provincial funding for RCSD - Community resources (e.g., United Way) - First 2000 Days Network - Early Childhood Resources of RCSD partner systems - Federal funding (e.g., Jordan's Principle, INAC) **Core Guiding Documents** (see comprehensive list in Appendix) - Building Blocks for Resilience (AHS) - First 2000 Days: An Integrated Approach to ECD - Information Sharing Strategy (Provincial) - Children First Act - Alberta Family Wellness Initiative **Provincial Systems/Ministries:** - Enabling legislation, policy support - Funding for provincial initiatives - Education Manager, RCSD Early Childhood Supports (V. Cooke) **Other Contributions** - Evidence, links, Information sharing, Facilities

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[1] External to RCSD
[2] Inputs listed are for all activities
[3] First 2000 Days documents – e.g., Integrated Approach to ECD
[4] First 2000 Days research
[5] Building capacity for collaboration, as RCSD is doing, helps increase the potential for contribution

Calgary and Area RCSD Early Childhood Logic Model (Detailed)

Dimensions	Activities	Outputs	Outcomes (degree of influence, time period)		
			Short term (Direct, 1-2 yrs)	Intermediate (Significant, 1-5 yrs)	Long term (Aspirational)

RCSD Early Childhood Working Group (EC–WG)	A. Create environment to learn about/develop . . .
	- Collaborative relationships with partner systems, community agencies, First Nations/Indigenous populations
	- Calgary and Area context, populations, cultures, challenges and opportunities – e.g., newcomers, entrepreneurial spirit
	- Awareness of who is providing and/or funding services regionally (i.e., link with provincial scan)
	- Evidence informed practices, support diversity and inclusion
	
	B. Work together to address service challenges in the region
	
	C. Develop processes and support to improve alignment of efforts of system and community partners
	- Support/extend work currently being done to create common language and understanding
	- Operationalize the Information Sharing Strategy – i.e., support appropriate information sharing using a collaborative approach.
	
	D. Use evidence for accountability, decision-making and influence (policy, practice). Components include . . .
	- Engage stakeholders
	- Identify data needed for decisions and accountability
	- Develop approaches
	- Gather, analyze and share
		# And types of participants engaged (e.g., organizations)
		
		# And types of brief reports:
		- Data syntheses,
		- Trends analysis,
		- Context and populations
		
		- Work plan (inc. shared language, Stakeholder matrix)
		
		- Resources scan
			- The Early Childhood System Connector's work is supported by all partner systems and strategic community members
			
			Each EC–WG member . . .
			- Brings expertise, knowledge and data from their sector
			- Understands and appreciates . . .
			  - Others' contributions
			  - Collaborative relationships with families, caregivers, grandparents and other influencers
			  - Calgary and Area populations and their diverse Early Childhood needs, assets
			    - Regional players, services and dynamics
			    - Provincial funding, services, systems and dynamics
			
			The EC–WG . . .
			- Analyzes needs and assets, strategically plans
			- Uses evidence for decision-making, accountability and influence
			- Mobilizes knowledge among key stakeholders and collaborates to improve practices and resource use - regionally and provincially
				Each EC–WG member . . .
				- Understands and appreciates partners' options and constraints
				- Brings attention to Early Childhood challenges and opportunities
				- Works within their organization to address issues
				
				The EC–WG . . .
				- Collaborates to address barriers to access, to coordinate and optimize resources – so that the most appropriate, effective and efficient services are available for systems and families
				- Makes recommendations to the Leadership and Executive Teams on system alignment, needs and gaps and opportunities
				- Collaborates with the provincial RCSD office to contribute to the success of Early Childhood services
					The EC–WG realizes its full collaborative advantage
					
					Provincial Outcome: Effective Collaboration
					
					Network Outcome Level: Network and Community

Dimensions	Activities	Outputs	Outcomes (degree of influence, time period)		
			Short term (Direct, 1-2 yrs)	Intermediate (Significant, 1-5 yrs)	Long term (Aspirational)

Children and Families (Families)	A. Utilize existing structures and processes/mechanisms to engage parents and other stakeholders to understand and address access and navigation challenges
	
	B. Identify knowledge and information gaps, and develop mechanisms to address them
	- Scanning the environment – to learn about others' approaches
	
	C. Assess and evolve tools families and providers need to easily access services and benefit from them,
	- Services inventory (link to/from websites)
	- 1-page plain language resource on ECD and supports- contribute to development of provincial resource – e.g., provincial brochure
	
	D. Link and utilize existing resources collectively – e.g., Family and Community Resource Centre ACH, clinics ACH, Parent Link Centres, Children's Link Society
	
	E. Explore social media options to build awareness, and facilitate navigation of ECD supports and services (e.g., Health Seeker App)
	
	F. Create training resources needed for family – centred practices and self-advocacy (to support the role of the families as partners)
	
	G. Work toward seamless transitions for children; developing pathways-across and into systems, services and schools
		- Process to engage
		- Common language
		- 1-page parent resource, provincial brochure
		- Services inventory
		- Service navigation pathway
		- Data on family experience of services
			EC-WG partners are able to…
			- Engage and commit
			- Understand and integrate family-centred practice
			- Identify access and utilization challenges
			- Assess tools and pathways to ease parent access and navigation
			
			Families understand
			- ECD
			- roles in service delivery and share responsibility
			- how to access all information needed for informed choices
			Families contribute to . . .
			  - Identifying goals, needs/assets, challenges and opportunities
			  - Assessing and evolving tools and approaches
			  - Evolving family-centred service providers intention - e.g., trauma informed (if required), cultural significance of Early Childhood
			- Evaluation for utilization and continuous improvement of plans and approaches
			
			Families understand, and appreciate importance of. . .
			- Accessing ECD information (e.g., social media)
			- Navigating systems and services
			- Self-advocacy - appreciate value, early skills
			- Interacting with service providers – trust, questions, collaborate and create solutions
			- Making informed choices
				Families are able to . . .
				- Apply ECD concepts
				- Access the right services at the right time (for families)
				- Apply self-advocacy skills and effectively partner with service providers
				- Apply self-management skills
				- Leverage natural supports and relationships
				- Experience increased satisfaction and enhanced quality of life
					Children reach their full potential in home, at school, and in their communities. They are ready for school, free of preventable limitations
					
					Families are full partners in efforts for children
					
					ECD network – informing, collaborating, championing
					
					Provincial Outcome: Effective Collaboration
					
					Network Outcome Level:
					Individual [families] Organizational, Network

Dimensions	Activities	Outputs	Outcomes (degree of influence, time period)		
			Short term (Direct, 1-2 yrs)	**Intermediate** (Significant, 1-5 yrs)	**Long term** (Aspirational)
Front-line Service Providers Practitioners Professionals (Providers)	A. Identify strategy (with Providers) for . . . - Understanding Provider needs and assets in relation to families and RCSD mandate - Best ways to support Provider learning - to bridge systems, organizations, programs, and address barriers - Using knowledge to improve practice B. Provide cross sector capacity building activities - e.g., in-person and online events, networking and sharing information, knowledge, resources - Create cross sector opportunities based on identified needs (e.g., cultural, faith-based, community-based, childcare-focused organizations) - Include a wide-ranging variety of Providers (e.g., First Nations/ Indigenous populations) C. Develop agreed upon referral and service pathways D. Contribute to evaluation activities E. Promote the use of evaluation results with systems to inform system improvement	- Strategy to engage service providers and support practice development # And theme of events (e.g., relationship building, information sharing) # By mode (e-learning, in-person) # Attendees, sector, organization - Awareness campaign documents - Referral pathways (roadmap, guide, etc.) -Data on service experience	Providers understand and value . . . - Holistic approach and collaboration across systems - Shared language and vision of family-centred care - Engaging parents and families - Reflective practice, and evidence-based decisions - Information sharing to support service provision and family outcomes (provincial information strategy / framework) Providers are able to . . . - Reflect on beliefs, biases and impacts on practice - Understand complexities / complications - Help families understand typical development and their roles in supporting ECD - Apply early identification and intervention practices - Navigate systems and facilitate transitions - Collaborate in sharing knowledge/learning about practice (as per Provincial Information Sharing Strategy)[6] - Clarify options and align efforts (in order to produce high-quality actions/activities)	Providers . . . - Are reaching all families effectively (e.g., without barriers due to culture, stigma, other) - Have trusting relationships with families and children - Share information openly and consistently with colleagues As a team, Providers . . . - Create a culture of collaboration - Unify efforts in an integrated plan to address a family's needs - Optimize scope of practice - Use evidence to inform practice	Family-centred, evidence-informed, reflective, collaborative practice is the norm, embedded in systems Provincial Outcome: Effective Collaboration; System Improvement Network Outcome Level: Individual [service providers], Organizational

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[6] The implementation of the Children First Act varies across ministries and regions in Alberta

Dimensions	Activities	Outputs	Outcomes (degree of influence, time period)		
			Short term (Direct, 1-2 yrs)	Intermediate (Significant, 1-5 yrs)	Long term (Aspirational)
Local Service Systems [7] - Community Agencies - First Nations And Provincial ministries: - *AHS* - *ACS* - *ACSS* - *AEd / School Authorities*	A. Collaboratively plan and implement services B. Refine paths for organizational communication - to inform one another of changes: programs, policy - to address problems C. Support development of parent supports - System navigation guides for families and professionals - '311' system for families to call D. Develop a culture of sharing program data and results collectively to inform regional ECD planning	- KMb plan or processes - System navigation guide for professionals - Linkage to' 211', '311' telephone service, Help Seeker App - Plans for specific initiatives (e.g., play)	Local Service Delivery leaders have enhanced understanding of . . . - Service provision needs in the regions - System Issues– e.g., 'what are the drivers', 'are the expectations in the best interest of the child?' - Changes are shared across systems (i.e., PUF) See "Family" outcomes under "Children & Families" Dimension	- Resources are applied wisely to provide services that are responsive, adaptable and appropriate to support optimal ECD - Services are aligned, effective and efficient - Families experience smoother transitions between service systems at age / stage transitions	Identified needs of children and families are met Provincial Outcome: Enable Supports; System Improvement Network Outcome Level: Individual [family and service providers], Organizational, Community Provincial Systems Policies and Practices
Provincial Ministry Systems - *AHS* - *ACS* - *ACSS* - *A Education Policies and Practices*	A. Identify challenges and opportunities for positive, sustainable change B. Develop strategies to solve problems (intra and across ministries)-e.g., elevate issues and recommendations, and facilitate change, promote a societal awareness of the importance of ECD	Requests / response - Cross regional meetings - Regional manager meetings -Tri region complex needs meetings / events - RCSD presentations delivered on Early Childhood - Other knowledge mobilization actions	Policy barriers/needs are identified based on regional experience and evidence and elevated to regional and provincial system decision-makers Barriers / needs are identified to support collaboration among front-line service providers and optimize resources.	Systems have optimized . . . - Strategic and purposeful integration of services - Support for collaboration among front-line service providers Calgary and Area RCSD is - Recognized provincially as a source to inform policy development - a trusted advisor	Cross-Ministry policy supports seamless access to systems, services and supports Provincial Outcome: Effective Collaboration; System Improvement Network Outcome Level: Network, Community, Organizational

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[7] Key question for these groups and as a collective: Are we using our resources collectively, achieving best possible results given our resources?

Guiding Documents (to be added in future)