Calgary and Area Regional Collaborative Service Delivery

Youth Transitions to Adulthood (YTA) Working Group

Level 2 Logic Model

April 2019

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:


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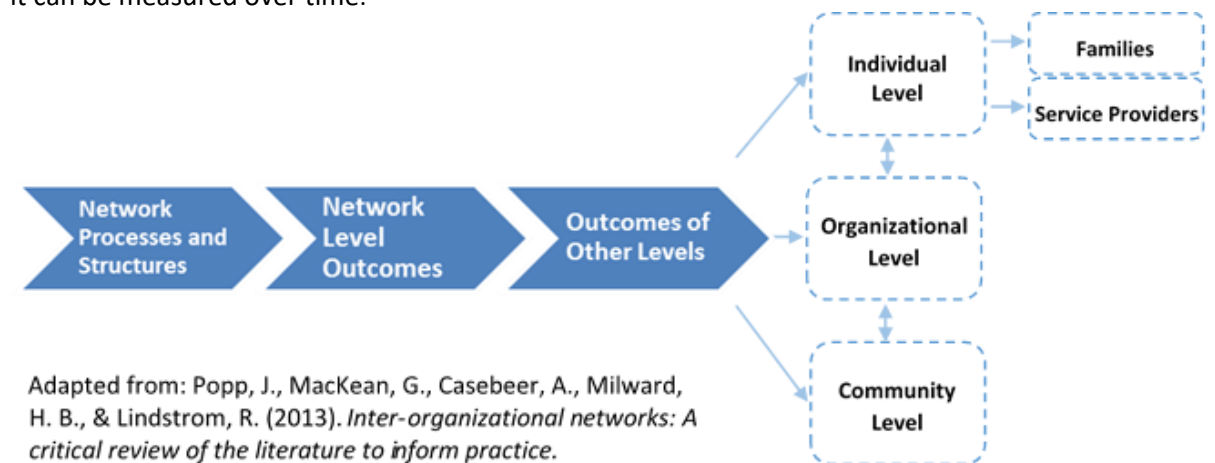
Adapted from: Popp, J., MacKean, G., Casebeer, A., Milward, H. B., & Lindstrom, R. (2013). *Inter-organizational networks: A critical review of the literature to inform practice.*

Reach

Logic models typically direct attention to causal 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
- Government and Policy Makers – Federal, Provincial, Municipalities, First Nations
- Researchers
- Foundations and other Funders
- Professional Regulatory Bodies, Post-Secondary Institutions – Students and Instructors
- Communities
- Planners – Workforce, Municipal, Others

Introduction

Successful youth transitions to adulthood (YTA) has become an increasingly important issue for youth-serving organizations. The purpose of the Calgary and Area RCSD Youth Transitions to Adulthood Project is to identify opportunities in and across multiple initiatives (programs/services) to improve system (i.e. cross-program/sector) effectiveness of processes aimed at assisting youth with transitions to adulthood, with special emphasis on inclusion and identification of opportunities for alignment across existing initiatives.

Acknowledgements

Acknowledgements are due to numerous people for contributing to the creation of this logic model: to Gene Krupa and Kate Woodman from Catalyst Research and Development Inc., for facilitating the development process and for drafting the Level 2 Logic Model, to the Youth Transitioning to Adulthood Working Group and Co-Chairs for their valuable time and input, to Carol Adair for her work in Phase 1 and 2 which informed this Logic Model; and to the Calgary and Area Regional Manager for the organization of the project and refinement of the final draft.

Glossary

Youth – The United Nations defines youth as individuals between ages 15-24.[1]

Youth Transitions to Adulthood – The process of moving from childhood/adolescence to the independence (or supported independence) of adulthood. For the purpose of this project, this process is not solely defined as transitioning from youth services to adult services but about participating to the fullest extent possible in society.

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

Service Providers - This term is meant to refer to those who serve youth, families and young adults, including front-line service providers, practitioners and professionals.

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[1] UNESCO website

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 respect to 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.)

Youth Transitions to Adulthood System Connector – The Youth Transitions to Adulthood System Connector works collaboratively with the YTA Working Group to gather and use information to explore opportunities, clarify and help to align transition pathways into adulthood in Calgary and Area, build system capacity and responsiveness to the needs of vulnerable youth and their families and to generally advance the work in this area.

Equity – The concept of equity refers to each of us getting what we need to survive or succeed—access to opportunity, networks, resources, and supports—based on where we are and where we want to go.[2]

Gender Based Analysis Plus (GBA+) – This is an analytical process used to assess how diverse groups of people may experience policies, programs and initiatives[3].

Protected Areas – Areas protected from discrimination under the Alberta Human Rights Act including Race, Religious Beliefs, Colour, Gender, Gender Identity, Gender Expression, Physical Disability, Mental Disability, Age, Ancestry, Place of Origin, Marital Status, Source of Income, Family Status, and Sexual Orientation.

Emerging Adulthood – This term refers to the theory articulated by Jeffrey Arnett that there is a developmental stage which applies to young people age 18-25.

Acronyms
RCSD – Regional Collaborative Service Delivery
YTA-WG- Youth Transitions to Adulthood Working Group
YTA – Youth Transitions to Adulthood
KMb – Knowledge Mobilization

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[2] From Stanford Social Innovation Review, September 15, 2016

[3] From Status of Women Canada website

Assumptions	External Factors	Inputs
- The YTA working group can improve processes related to the transition to adulthood through engaging partner systems and collaborating with community stakeholders. - Partner Systems[4] and stakeholders can achieve common understanding of the issues and challenges facing youth and families during this time as well as the paths to success. - Partners can collaborate to identify and advocate where there are policy gaps for transitioning youth. - There is a strong foundation of knowledge and existing supports, services, and partnerships which can be better aligned and integrated to better serve youth and families. - No one system is solely responsible for supporting the transition to adulthood. - RCSD has a role in facilitating system alignment, collaboration among partners and supporting clearer pathways into services. - Families and other natural supports play a critical role in the transition to adulthood. Families will require supports through this process. - Families may differ in understandings and expectations of the YTA process depending on culture and history. - For many youth age 18 is not a marker of readiness for independence. These youth will need more support during this transition period and are at risk of falling into the gaps between systems. - Improving support in the transition to adulthood leads to better outcomes for youth, families and communities. - All youth have the right to reach their full potential and be supported and included in their communities.	**Provincial Government** - Potential for changing priorities (e.g., policy, funding) **Calgary and Area** - Population diversity - Existing community tables looking at this issue; opportunities to partner and connect - Recognition that child/youth and adult systems have a different approach and possibly a different understanding of emerging adulthood **Societal** - Importance of including beneficiaries: Youth and Parent voice and choice - Impact of a downturned economy on families - Increased number of youth with complex needs - Changing socio-political context of Youth Transitions to Adulthood - Differential Youth Transitions to Adulthood pathways connected to family income	**People:** - RCSD Network, including its working groups - RCSD Secretariat - RCSD System Connector (H.Hayes) - Frontline Service Providers - Community and Social Services (Supervision support) - Youth, Families and Natural Supports **Resources:** - Funding for RCSD - Resources from outside RCSD - RCSD Information flow and channels - Evidence, data, links - Information sharing and enabling legislation - Facilities, office space and tools **Core Guiding Documents:[5]** - Youth Transitions to Adulthood: Key Points from a Rapid Review of Selected Research and Policy Literature (2018) - Youth Transitions to Adulthood Project: Findings from a Survey and Interviews of Calgary and Area Organizations Serving Transitioning Youth (2018) - Working with Vulnerable Youth to Enhance Their Natural Supports: A Practice Framework - Alberta's Information Sharing Strategy - Proceedings Report: Calgary and Area RCSD Joint Development Day (Bruce Uditsky) (2017) **Provincial Systems/ Ministries:** - Enabling legislation, policy support - Funding for provincial initiatives

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[4] Including schools and youth serving agencies

[5] Readers will find other core documents listed in the Level 1 RCSD Evaluation Framework

Dimensions	Activities	Outputs	Outcomes for Short, Intermediate and Long Term		
			Short term (Direct, 1-2 years)	Intermediate (Significant, 1-5 years)	Long term (Aspirational)
YTA Working Group (YTA-WG)	*Building on existing work, and using collaborative approaches and equity/diversity lenses[6] the YTA-WG will* **Partner/Collaborate** **1**. To articulate the YTA-WG vision, scope and direction of action, and population(s) served.[7] **2**. Define and map components of key YTA concepts: [8] (e.g., successful adult [endpoint]; successful transition to adulthood; collaborative and family-centred practice). **3**. Create and implement, or support, strategies to engage key stakeholders (including First Nations, beneficiaries, other Partners and contributors[9], policy/decision makers) and elevate concepts (knowledge).[10] **4**. Considering the RCSD framework, adapt a YTA framework[11] and processes. **5**. YTA-WG members bring information to and from their systems/organizations to inform the work. **Strategize/Leverage** **6.** Create strategies to: - Explore existing YTA protocols, youth/family-friendly guides and other products, and contribute to developing additional products as needed, - Share/mobilize/utilize knowledge	Vision, scope, direction, populations (1,5) Definitions for key concepts and components (2,5) Engagement strategies (3,5) YTA framework (4,5) Strategies to: - adopt or develop guide, protocol, products - share/mobilize/ utilize knowledge - improve system alignment - sustain action (6)	**Dynamic Structure/Processes** All YTA-WG members: - Engage meaningfully in the WG - Commit to advancing transitions processes - Embrace a shared vision, scope, direction - Support the work of the YTA System Connector - Understand the context and populations - Are knowledge translators between their organizations and the WG (I.e., they bring knowledge, expertise and data to/from the WG, and champion YTA work) - Enable other members to learn about their organization's mandates, practices, and policies. The YTA-WG: - Plans strategically using equity, diversity and sustainability lenses - Demonstrates strong collaborative processes	**Committed Partnerships** The YTA-WG is effectively: - Supporting positive change in practices and policies - Communicating with regional and provincial YTA leaders - Elevating key issues - Leading in the province - Sustained by local and provincial systems. **Working with Evidence** The YTA-WG mobilizes/utilizes learning from research and evaluation to inform its recommendations regarding practices and policies to: - RCSD Leadership Team - RCSD Executive Teams - System-level leaders.	The YTA-WG realizes its full collaborative advantage. Provincial Outcome: Effective Collaboration and Effective Governance Network Outcome Level: Network, Community, Organizational

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[6] Analysis considers equity and factors of gender, culture, poverty and other social determinants of health and well-being

[7] Focal populations of youth need to be further defined

[8] Building on literature and previous discussions

[9] Organizations who are not formal partners but contribute to positive outcomes with youth and families. Referred to by some as second level and/or community resources

[10] E.g., updates on knowledge, evidence-based protocols, resources

[11] Framework includes the philosophy, integrator, and guide to development/adoption of YTA components including cross-system protocol, youth/family-friendly guide, best practices for service providers, evaluation and knowledge utilization

- Improve system alignment • Sustain YTA work.[12] **Champion** **7**. Identify issues, make recommendations and advise Leadership and Executive teams on opportunities for system alignment, funding, etc. **Evaluate** **8**. Considering the RCSD evaluation framework, adapt YTA evaluation processes. Implement evaluation processes to capture progress and impact of the YTA project.	#/type events raising issues and recommendations (7,5) YTA evaluation processes (8,5)	- Endorses a common protocol for transition planning, and other products to support youth and families in YTA - Makes recommendations to Leadership and Executive teams to inform decisions. **Data Informed Decisions** The YTA-WG's decisions are data informed: - Evaluation process is implemented and useful data is gathered and analyzed - Data is interpreted in relation to population and context - The best available evidence is used in decision-making.

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[12] Including articulating desired outcomes, strategies and capacities to build

Dimensions	Activities	Outputs	Outcomes for Short, Intermediate and Long Terms		
			Short term (Direct, 1-2 years)	**Intermediate** (Significant, 1-5 years)	**Long term** (Aspirational)
Youth and Families[13]	*Using collaborative approaches and equity/diversity lenses[14] the WG will* **Engage/Include** **1**. Act to gain understanding of characteristics of the populations and sub-populations served, and knowledge and information gaps. **2**. Utilize existing structures and processes to engage youth and families (beneficiaries)[15] in planning, protocol/product design, evaluation, knowledge mobilization/translation. **Support** **3**. Identify, assess and contribute to developing youth/family-friendly approaches and models[16] to facilitate YTA and cultivate natural supports.[17] **4**. Explore the need for, and facilitate development[18] of, a user-friendly[19] cross-system YTA planning guide or road map for youth and families, addressing goals, natural supports[20], service providers, navigating YTA.[21] **5**. Link, support, and promote approaches, models, resources that positively impact YTA.	Regional scan of population needs, approaches and resources (1) Engagement strategy (2) Youth/Family-friendly YTA approaches, models and other resources, opportunities (3,5) User-friendly YTA planning guide (4) Evidence of linking, supporting,	**Contribute to their Care** Youth and families are: - Engaged in planning, evaluating and mobilizing knowledge - Involved with, and consulted on, the design of the YTA protocol and products - Aware of YTA paths and processes - Participants in decisions regarding transition path and action - Gaining capacity to navigate steps in transition and engagement with systems. **Receive the Right Care** Youth and families are: - Aware of, and better understand YTA processes, services - Identifying natural supports who can support YTA - Able to access YTA services and supports.	**Quality of Life** Youth and families experience: - Reduced uncertainty about YTA processes - Reduced barriers - Multiple pathways. **Self-Advocacy/Management** Youth and families: - Drive transition planning that is individualized and youth-centred - Have identified and are connected to natural supports that assist YTA.	Youth who have transitioned to adulthood reach their full potential. Families are full partners in the transition to adulthood process. Provincial Outcome: Enable Supports and Effective Collaboration Network Outcome Level: Individual [families] Organizational, Network

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[13] Those who are closest to youth and provide care and support to them in transition, including parents, grandparents, guardians and others

[14] Analysis considers equity and factors of gender, culture, poverty and other social determinants of health and well-being

[15] Engage to ensure beneficiary voice and improved relevance, appropriateness, access and effectiveness

[16] Including need, family-centred design and learning from experience

[17] E.g., Transitions Fair, YTA navigator/specialist roles, peer support, mentoring, youth/family-centred service hubs[17], social media tools

[18] E.g., scan, review, and gather input from stakeholders. Components should be cross-mapped and aligned, and acknowledge diversity in various dimensions (age, location, challenge, etc.)

[19] Primary users are youth, family members and other significant adults, and service providers

[20] People with relationships already involved with the youth and families

[21] E.g., Links with inventories of YTA resources (transition protocols, documents, organizations, etc.)

	6. Continue to work towards seamless transitions for youth through developing pathways to improve access to system and community services.	promoting resources (5) #/type of actions to improve access to service (6)		

Dimensions	Activities	Outputs	Outcomes for Short, Intermediate and Long Terms		
			Short term (Direct, 1-2 years)	Intermediate (Significant, 1-5 years)	Long term (Aspirational)
Front-line Service Providers Practitioners Professionals[22]	*Building on existing initiatives, and using a collaborative approach, family-centred practice and system orientations, knowledge from the Rapid Review, other research, scans of other jurisdictions, and a diversity/equity lens[23] the YTA-WG will* **Support Teamwork** **1**. Create or build on existing strategies to engage Service Providers in identifying and adopting a common language and approach to the transition to adulthood. **Provide Learning Opportunities** **2**. Explore approaches and models for learning in YTA used in this and other regions. **3**. Support learning events that promote shared understanding of family/youth-centred practice, natural supports, and the "transition to life approach".[24] **Information Sharing** **4**. Explore, adopt or co-develop a YTA plan template. Explore what is currently used by partners. Explore interest in/feasibility of shared YTA case planning among partners. **5**. Adopt or co-develop cross-system tool to identify support needs as relates to YTA.	Engagement Strategy (1) Scan report on available resource guides, planning templates, learning resources (2) # of learning events promoted, contributed to, shared (3) # of Tools developed or adopted Matrix of existing tools /approaches (4,5,9)	**Collaborative Approach** Service Providers: - Assess the YTA needs of youth and families in collaboration with other systems and natural supports. - Utilize collaborative practice principles across systems - Share information across sectors - Share case planning as appropriate. **Shared Understanding** Service Providers have an understanding of: - RCSD Partner and community agency mandates - The importance of natural supports - Common language and approach - Family and Youth Centred Practice - Equity and YTA - YTA not just as a transition to another service but to a fully realized life - Appropriate resources and services, and where/how to find them.	**Integrated and Collaborative Culture** Service Providers: - Use a shared YTA model and framework - Use common language fluently - Provide integrated YTA supports. **Increased Capacity** Service Providers: - Collaborate in YTA work across systems which optimizes use of resources - Efficiently and effectively identify and respond to YTA needs. **Increased Family Centred Practice** Service Providers are: - Utilizing a family centred approach with a strong understanding of the Natural Supports Framework - Directed by the youth and families in YTA planning in all systems - Supporting youth and young adults to be integrated into community where assistance is needed.	YTA is understood and supported as a "transition to life." Service Providers and their systems are committed to "leaving no one behind."[27] Provincial Outcome: Effective Collaboration and System Improvement Network Outcome Level: Individual [service providers], Organizational

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[22] Those who serve youth, families and young adults - front-line service providers, practitioners and professionals
[23] Various tools are available to examine equity and diversity, including sensitivity to important areas, including gender, culture, poverty, religion, etc.
[24] May include co-developing or adopting common resources to support common language[24] and approaches
[27] United Nations Sustainable Development Goals

	6. Explore use of, co-develop or adopt common YTA practice guides[25] (for use in and across systems), and youth/family-centred planning guides.[26]
	 7. Promote available transition info sharing events for Service Provider's and families (i.e. transition fairs, workshops, etc…) through YTA-WG members and possibly the RCSD newsletter.
	 8. Explore mechanisms for Service Provider knowledge of and access to resources including websites, guides, etc…
	 9. Explore the use of a passport for service mapping; adopt or develop same as needed.
		Listing of commonly used guides, events, websites or pathway to access (6,8)
		
		 # of events shared (7)
			Cross System Perspective
			 Service Providers:
			 - Provide a warm hand off for families
			  needing assistance in navigation
			 - Recognize each system has a piece of the
			  transition plan.	

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[25] Integrate the Natural Supports Framework into trainings, learning events, materials. Identify and include some "universal practices" that support SP's in youth centered work (i.e. go to the youth, provide food, transportation, child care, etc…)
[26] Described in Youth and Families dimension. Includes templates, implementation and evaluation strategies

Dimensions	Activities	Outputs	Outcomes for Short, Intermediate and Long Terms		
			Short term (Direct, 1-2 years)	Intermediate (Significant, 1-5 years)	Long term (Aspirational)
Local Service Delivery Systems Community Agencies First Nations Provincial Ministries: - Health/ Alberta Health Services - Education/ School Authorities - Children's Services - Community and Social Services	*In collaboration with partner organizations and community stakeholders, the YTA-WG will* **Scan Regional Needs and Align Priorities** 1. Explore regional needs of YTA population and encourage cross-system partnerships to address them. 2. Compile and share inventory of current YTA resources and approaches. 3. Promote understanding of YTA with RCSD partners / community agencies and encourage addressing YTA needs as a priority. 4. Promote a family-centred approach as the heart of YTA service delivery and a regional priority. 5. Seek opportunities for aligning or expanding successful processes across systems. **Address Diversity** 6. Use a diversity/equity lens[28] in all YTA initiatives including sensitivity to Disability, First Nations and Indigenous Populations, LGBTQ+, Immigrant and Refugee Populations as well as Income Inequality. 7. Identify the Invisible Vulnerable Youth (IVY) who are falling into the grey areas/gaps of YTA. [29]	Tracking regional needs and actions to address needs (1) Inventory of resources, approaches, successful initiatives (2) #/type of efforts in promotion and connections made and family-centred approaches (3,4) Summary of opportunities identified (5)	**Effective and Efficient Use of Resources based on Regional Needs** Local Systems: - Understand the needs of YTA population regionally and sees them as priority - Demonstrate improved communication with other systems - Understand Invisible Vulnerable Youth and those who are falling into the gap as they transition to adulthood. - Respond more efficiently and proactively. **Increased Family-Centred Practice** Local systems: - Utilize family-centred practice in YTA service delivery - Integrate an equity lens into YTA supports - Understand and support the YTA needs of diverse populations[31] -Integrate Natural Supports into transition planning.	**Better Transitions for Youth** Across systems: - Policies and practices ensure that youth experience early planning that is person-centred, inclusive, and developmentally-informed, attends to all YTA domains, and involves natural supports.[32] **Responsive and Adaptive Services** Across systems: - YTA work is sustained through clear processes/pathways and system alignment - The diverse needs of youth as they transition to adulthood are responded to in a timely and effective manner.	YTA supports are accessible, acceptable, appropriate, effective, and equitable.[33] Systems embrace the goal of enabling all young adults to have the opportunity to participate fully in their community. Provincial Outcome: Enable Supports and System Improvement Network Outcome Level:

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[28] (I.e. GBA+) that is sensitive to Disability, First Nations and Indigenous populations, LGBTQ+, Immigrant/Refugee populations, Income inequality as well as all Protected Areas
[29] Utilize the interviews conducted with SP's, the Rapid Review, and ongoing consultation with partners/stakeholders to assist with this process
[31] Including Indigenous, LGBTQ+, Immigrant/Refugee youth, and accounting for variation in natural supports
[32] As per Rapid Review
[33] WHO Quality of Care Framework

	Convene, Collaborate, Build Capacity, Implement **8**. Build on/develop mechanisms to enhance capacity for proactive service responses (i.e. common YTA tools, framework). **9**. Identify barriers to sharing information across systems, understand impacts on YTA[30], and work to address same. **10**. YTA-WG partners share information on populations, needs and recommended approaches within systems.	Evidence of actions to identify gaps and address diversity gaps (6,7) # of mechanisms (8) List of info sharing barriers/solutions (9) List of system approaches (10)			Individual [family and service providers], Organizational Community
Provincial Systems Policies and Practices	*Using RCSD approaches and connections already established, the YTA-WG will* **Advise Government** 1. Identify opportunities for positive and sustainable change. **Identify and Elevate Barriers** 2. Share regional barriers for youth as they transition to adulthood with the province.	Summary report used in advising government ministries (1) #/type of barriers identified and elevated (2)	**Policy barriers identified and elevated** Provincial Systems understand: - Regional barriers for youth as they transition to adulthood - Regional recommendations for change.	**Calgary and Area RCSD is a trusted advisor** Provincial Systems recognize: - Calgary and Area RCSD is a valuable source to inform policy development in the area of YTA.	Cross ministry policies sustain equitable and seamless access to YTA services across Alberta. Provincial Outcome: Effective Collaboration/ System Improvement Network Outcome Level: Network, Community, Organizational

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[30] Utilize information from the SP interviews and provincial information sharing strategy