

**Clear Horizon**

# **Phase 1 Progress Report for Logan Together 2018**

**Prepared for Department of Communities, Disability Services and Seniors (DCDSS), Department of Social Services (DSS), and Logan Together**

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**Design. Evaluate. Evolve.**

Clear Horizon Consulting  
129 Chestnut Street, Cremorne VIC 3121  
T +61 3 9425 7777  
[www.clearhorizon.com.au](http://www.clearhorizon.com.au)



## Disclaimer

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### Companion resource:

This report is accompanied by a 'Statement of Achievement', please see companion document.

# Contents

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<b>Executive Summary of Findings .....</b>	<b>1</b>
Change story #1: New ways and gateways.....	7
Change story #2: Enabling change.....	8
<b>1. Introduction .....</b>	<b>13</b>
1.1. Purpose of this report.....	13
1.2. Background.....	13
1.3. Overview of Logan Together .....	13
1.4. Scope of report .....	14
1.5. Key evaluation questions (KEQs).....	14
1.6. Areas of action being reviewed.....	15
1.7. Evaluation context and setting expectations .....	15
1.8. Methodology .....	16
1.9. Overview of the report structure .....	17
<b>2. Logan Together: Findings about what has been done.....</b>	<b>18</b>
2.1. Inception and establishment .....	19
2.2. Shared agenda and building the movement .....	20
2.3. Community connection and engagement.....	21
2.4. Delivering the Roadmap.....	22
2.5. Developing an evidence-based approach .....	25
<b>3. Findings: Outcomes and impact of Logan Together .....</b>	<b>27</b>
3.1. Section overview .....	27
3.2. Shared outcomes to date .....	29
3.3. What are the early instances of impacts for the individuals and families (micro-communities and specific cohorts)? .....	30
3.4. What systemic changes are happening because of our collaborative work? .....	34

3.5. What have we learnt across Logan Together about the collective impact model and the critical conditions for systemic change? .....	42
<b>4. Progress towards shared outcomes.....</b>	<b>47</b>
4.1. To what extent has Logan Together made progress toward shared outcomes since its inception? .....	47
4.2. Significance of findings .....	51
<b>5. Addressing challenges - key areas for strengthening to remain on track .....</b>	<b>53</b>
<b>Works cited and consulted .....</b>	<b>56</b>
<b>Glossary .....</b>	<b>59</b>
<b>Annex 1: Most Significant Change (MSC) stories.....</b>	<b>63</b>
Change story #3: Valuing the early years.....	63
Change story #4: Building momentum .....	64
Change story #5: It takes a village to raise a child.....	65
Change story #6: Three levels.....	66
<b>Annex 2: Logan Together Roadmap .....</b>	<b>67</b>
<b>Annex 3: Theory of change (sourced from Draft MEL Strategy) .....</b>	<b>68</b>
<b>Annex 4: Methodology for progress report.....</b>	<b>70</b>
<b>Annex 5a: Maternity Hubs 'golden thread' case study #1 .....</b>	<b>78</b>
<b>Annex 5b: Kindy Conversations 'golden thread' case study #2.....</b>	<b>83</b>
<b>Annex 5c: Sure Steps 'golden thread' case study #3.....</b>	<b>87</b>
<b>Annex 5d: Focus on place 'golden thread' case study #4 .....</b>	<b>92</b>
<b>Annex 5e: EYNN 'golden thread' case study #5 .....</b>	<b>97</b>
<b>Annex 5f: Enrol in Prep 'golden thread' case study #6.....</b>	<b>102</b>
<b>Annex 6: Logan Together timeline - 'Initial years' (up to September 2018) .....</b>	<b>106</b>
<b>Annex 7: Historical overview of Logan Together.....</b>	<b>107</b>
<b>Annex 8: Progress on monitoring, evaluation and learning (including shared measurement).....</b>	<b>110</b>

## Executive Summary of Findings

Logan Together is a large place-based initiative applying a Collective Impact (CI) approach, located in the City of Logan (LGA) south of the City of Brisbane. Logan Together was established in 2015 and is in its third year of funding and delivery. The initiative is part of a long tradition of collaboration and community movement in Logan. It is supported by three tiers of government, philanthropy and non-government organisations, a wide partnership base, and a backbone organisation hosted by Griffith University. It has been established and developed by the contribution of hundreds of people.

**Logan Together shared vision and Roadmap:** By 2025, Logan children will be as healthy and full of potential as children from other thriving communities across Australia.

To achieve this, Logan Together partners are committed to working across each stage of the early years of childhood development to improve healthy child development outcomes for Logan children 0-8 years of age. This means assisting 5,000 Logan children to thrive through early childhood.

This progress report summarises the activities and outcomes of Logan Together, and measures progress made since inception. It has been commissioned by Department of Communities, Disability Services and Seniors (DCDSS), and Department of Social Services (DSS), in partnership with Logan Together, and conducted independently by Clear Horizon.

The report addresses the overarching question: **To what extent is Logan Together on track to achieve shared outcomes as a place-based Collective Impact initiative?** There are three main focus areas: (i) early instances of impact for individuals and families (micro-communities and/or smaller cohorts) starting to emerge that Logan Together has contributed to (ii) the systemic changes resulting, and (iii) the key learnings about the enablers and challenges for change via the collective impact model. In the report, we distinguish between the contribution of the collective as a whole, which is referred to as 'Logan

### Overview of Logan Together and backbone activity areas

**Logan Together activities** have focused on:

- shared agenda – The Roadmap
- building the movement
- leadership & governance
- baseline and community profile research
- delivering the Roadmap
- 7 strategic projects (social innovation) in kindergarten attendance, literacy, health, maternity, social investment
- tactical projects
- alignment, collaboration & new ways of working
- shared measurement
- influencing policy.

**Backbone activities** have focused on:

- catalysing & enabling collective action
- establishment & planning
- capacity building
- community connection & engagement
- supporting leadership & governance
- partnership building & brokerage
- monitoring, evaluation & strategic learning
- project work
- resourcing & sponsorship.

Together', and those of the backbone team. This distinction is summarised below.

## Key findings on progress towards shared outcomes

Logan Together's goals are highly aspirational and many aspects of its work are pioneering in nature. Overall, the movement is making sound and positive progress at this relatively early stage of its development to position it to achieve its longer-term and ambitious purpose (as per the theory of change). In reviewing the outcomes achieved, there is evidence that Logan Together has clearly contributed to systemic changes and early instances of impact on families, kids, and parents that align with Roadmap focus areas. Despite some challenges, Logan Together is considered to be 'on track'.

The progress findings are based on mixed methods data collection, aligned with the Logan Together Monitoring, Evaluation and Learning (MEL) plan. The methodology involved 9 semi-structured and 25 Most Significant Change (MSC) interviews, 13 informal dialogues, 24 scoping interviews, and an extensive document scan. We measured progress against Logan Together's theory of change, 3 performance rubrics (developed with stakeholders), and benchmarks from the Place-based Evaluation Framework. Progress was also co-analysed with stakeholders at a reflection workshop.

Logan Together's progress is demonstrated by the achievement of shared outcomes across two phase-relevant levels of change (see diagram overleaf for summary of all shared outcomes):

**a) Early instances of changes for Logan families, parents and children 0-8 years old**

The study found evidence of small-scale impact for families and children aligned with longer-term Roadmap goals, with clear lines of contribution to Logan Together and/or the backbone team. Outcomes include improved engagement of certain at-risk cohorts, such as women not accessing maternity services or families with young children experiencing tenancy difficulties and instability; improved parental awareness of childhood development needs and milestones in targeted communities; early instances of improvement in kindy enrolments for small cohorts; and changes resulting from increased reach of services. Examples of projects contributing to these outcomes includes the Community Maternity and Child Health Hub led by Metro South Health, Kindy Conversations led by the Salvation Army (Communities for Children) and the backbone team, and Sure Steps led by YFS and Department of Housing and Public Works.

**b) Systemic changes anticipated to help deliver and achieve community and population level outcomes for children 0-8 years old in Logan**

Systems level changes that are happening as a result of the movement include cross-sector collaboration, integrated approaches to strategic delivery, innovation of new services and models, changes in practice, shifts in mindset and attitudes, and early changes in resource flows. Projects showing promising results include the Early Years Neighbourhood Networks led by Department of Education, and the Enrol to Prep campaign led by the local Early Years Neighbourhood Networks across Logan.

In some cases, changes have been achieved that would not otherwise have happened, and in other cases Logan Together has contributed by advancing progress or enhancing outcomes being achieved. The collective has largely contributed to the systemic changes and early instances of impact through the work of many to establish and strengthen collaborative partnerships that serve the shared Roadmap goals, and through learning and experimenting with different ways of working and structuring programs, networks, projects and decision-making. The backbone team has played a key enabling and/or catalysing role, by working with partners to build the case for change, harnessing and building upon the existing community movement, instigating new initiatives, and capacity building with partners to support collective action and community engagement.

The figure below highlights areas where positive change was identified during the study and shared outcomes for Logan Together are beginning to emerge.

### Logan Together shared outcomes achieved since inception

#### Instances of early impact

Better birthing outcomes and maternity health care options	Increase in kindergarten attendance for small cohorts
Improved family/parent awareness on learning readiness & enrolment	Attracting women previously not accessing maternity health care
Increased reach of services	Improved housing & stability outcomes for targeted cohort

#### Systemic changes

<b>Domain 1: Community agency</b>	
Some increase in community leadership & agency	
<b>Domain 2: Cross-sector collaboration and leadership</b>	
Instances of disciplines coming together	Cross-sector buy-in, partnerships & collaboration
Increased participation of government across levels	Integrated approach to strategic delivery
<b>Domain 3: Resource flow</b>	
Changes in resource flows	Improved coordination & targeting of services (less duplication)
<b>Domain 4: Social innovation</b>	
Some co-designed models for services	Instances of innovating, new services, testing, trying new ways
<b>Domain 5: Practices and norms</b>	
Shifts in perceptions & attitudes	Shifts in practice
Building trust, breaking down silos	

#### Impact ripples beyond place

<b>Domain 6: Influence on practice &amp; policy</b>
Elevating profile of PBAs & 'place'
Policy holders beyond place engage around policy
Resourcing focuses on community input & feedback
Shifts in government practice

#### Enabling conditions

Shared agenda & goals	Shared responsibility for change
Backbone team is bringing people together to talk & act	Structures, networks, collaborations, processes to do things differently
Strategic oversight, leadership & governance	Community priorities driving changes, engagement & inclusion
Child at centre & holistic approach	Enabling support of backbone
Trust, relationships & stability	Neighbourhood – systems level focus
Use of data, research, evidence & public knowledge	Data collection, strategic learning & sharing

## Foundations

Readiness for change	Trust between collective partners
Political will & commitment	Philanthropic & government funders
Service providers ready & willing to do things differently	Leaders & champions (community, service providers, partners)
Backbone is trusted to lead	Community movement builds

### Summary of performance

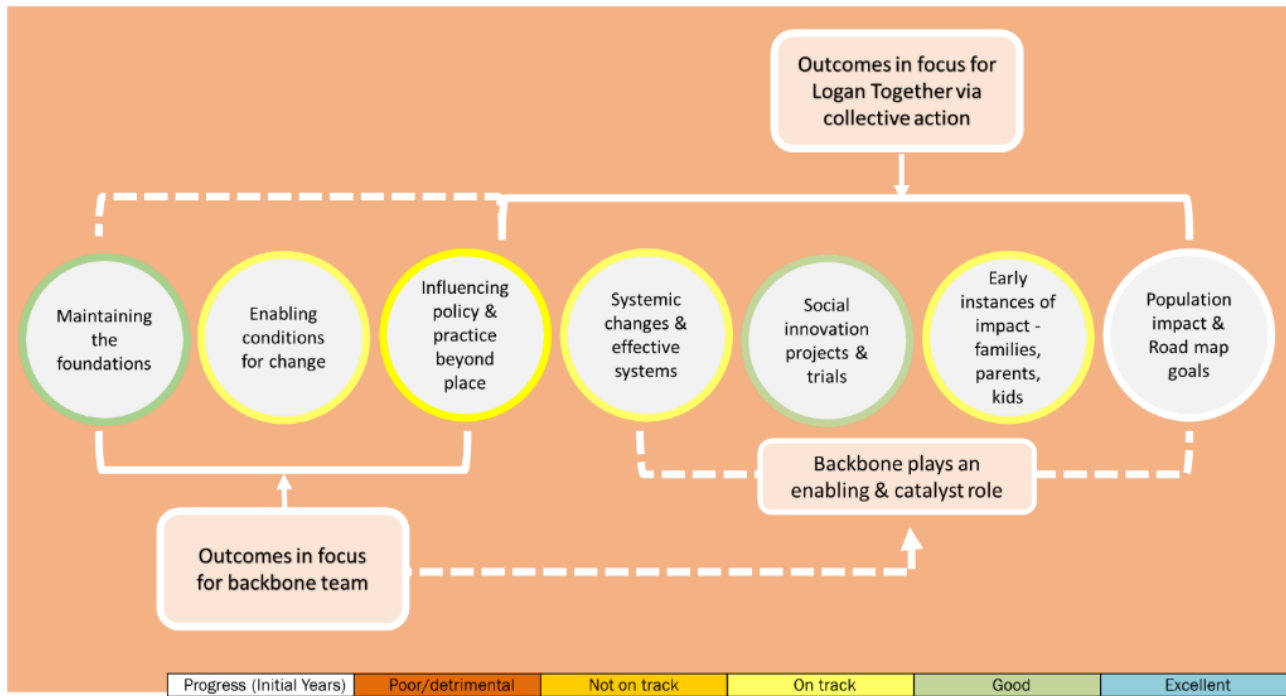
The shared outcomes achieved by Logan Together are significant as they align with the early and intermediate changes that are anticipated to position the collective to achieve its longer-term goals.

The results of the study show that Logan Together has established a strong foundation and shared agenda, and in its initial years of delivery is achieving community and systems level outcomes. Strong outcomes have been achieved in the domain of social innovation, where promising results and early instances of impact are emerging as a result of projects led by government and non-government partner organisations.

One area in which we didn't see the expected results was in the domain of community leadership and agency (a sub-set of systemic change). While 'on track', this is an area for continued improvement. Beyond Logan ('place'), impact ripples were identified that extended into community and government spheres, that showed Logan Together has played a role in influencing shifts in practice and policy beyond place.

The study found that Logan Together is 'on track' and making good progress across a number of the critical outcome domains and levels of relevance (see below). Despite some challenges, Logan Together is considered to emulate the process and progress expected of this type of place-based approach for this phase of implementation, given the resources and time invested. The figure below shows progress across the domains in the theory of change.





### Commendations – Areas of delivery that have worked well

**Set-up and implementation:** The inception, establishment and early implementation in the 'initial years' is a substantial shared achievement, and this has been driven by the passion, good will, input, and expertise of many people.

**Shared agenda:** Developing and articulating the shared agenda and formalising the Roadmap is a significant progress milestone and key achievement. Logan Together has been effective at harnessing the inputs of hundreds of people to align and collaborate around a shared agenda, in ways that were not happening prior. The Roadmap is supported by cross-sectoral partnerships including three tiers of government, 100 community organisations, multiple parent and community representatives, and some business owners. This has been critical for wide stakeholder involvement, governance, outcomes planning, the Framework for Action, and an evidence-based approach.

**Social innovation and collaborative projects/initiatives:** Logan Together partners have been trialling and delivering new approaches to care and service delivery models, led by a wide mix of non-government and government partners. Seven strategic projects and many tactical projects are in progress as a result of Logan Together, aligned with Roadmap focus areas. Several projects are demonstrating innovation and evidencing early instances of impact for small cohorts of parents, families and children in Logan (see box below), and others are achieving systemic changes.

## PROJECTS DEMONSTRATING EARLY INSTANCES OF IMPACT

### Community Maternal and Child Health Hubs

- 3 pilot 'Maternity Hubs' as extensions to hospital services (Metro South Health).
- supports an increased number of at-risk women during pregnancy.
- Logan Together played an important support role in facilitating consultations and contributing as an enabler towards the co-design with Logan women to develop a community-based maternity service model.
- Resourcing is being considered to expand to a fourth hub.

### Kindy Conversations

- 32 service providers trained to promote Kindy enrolment with families in Logan
- Estimated 500 conversations with parents and families.
- Small-scale instances of kindy enrolments resulting.
- Changes in practice for service providers, strengthened networks, information resources for families, resources utilised by external service providers, clearer messaging.
- Built on established partnerships, catalysed and driven by the Logan Together movement and led by the Logan Together backbone team with Communities for Children funding.

### Sure Steps

In the first 8 months, the pilot supported 20 families including 62 kids, with 38 aged 0-8:

- 12 overcame tenancy issues
- 7 moved towards private rental
- 3 gained employment
- 6 working towards driver's licences
- 7 supported with safety planning related to domestic violence and child sexual assault
- 9 accessed specialist support
- 20 linked with appropriate services in community

**Early work towards social investment and service integration:** Visioning, planning and early test projects have been started for service re-design and social investment reforms across multiple family-facing disciplines and programs to improve the effectiveness of community efforts to support families and make positive changes for children of Logan. Examples include the Sure Steps project, and the *Investing for Outcomes* work commissioned by Department of Communities, Disability Services and Seniors and delivered by CSIA in partnership with Logan stakeholders.

**Influencing focus on place and policy.** Beyond Logan ('place'), impact ripples can be seen that extend into community and government spheres.

### **Stories of significant change in the words of Logan Together partners**

Following are two 'Most Significant Change' stories from individual stakeholders that provide rich personal accounts of some of the changes they have perceived since Logan Together inception. The stories were selected by stakeholders during a reflection workshop from the suite of stories collected, and encapsulate some of the key achievements and themes from the perspective of the stakeholder group. Additional Most Significant Change stories are in Annex 1.

## Change story #1: New ways and gateways

*My background is as a social worker and I've had a long career in community services and in the public service, including as CEO of a large Child Protection agency. I am involved (past and present) in several community service sector boards and am part of the Cross Sector Leadership Table (CSLT).*

*There have been several areas of change through Logan Together but I will focus on two that I think have been the most significant to date.*

*The first, and most visible, are the community maternity hubs. We recognised that at Logan Hospital there was a small number of women coming to deliver babies that had no or little antenatal inputs from any service. We knew that evidence suggests that poor antenatal care correlates with poor outcomes for mothers and babies and a higher rate of delivery by caesarean section. There was a push from community to do something different. About 25% of the women who deliver at the hospital are of Maori or Pasifika descent and the hospital building itself is not welcoming (Brutalist architecture). Through a working party that included medical practitioners, midwives, community members and others, we have devised outpatient, mid-wife lead services (clinics) in the community including case-lead midwifery, where the mother sees the same midwife through her pregnancy and birth. This means a relationship develops and the midwife can help address any other issues, such as smoking cessation for example. Now, against all odds, we have a commitment for six community maternity hubs. Three are up and running in community centres and a fourth that will operate from a Maori church in Logan. These hubs have been only going for four months but have had 60 babies and there is half the previous rates of caesarean sections in this cohort! The significance of this is, besides the outcomes just mentioned, is that it is our first visible symbol of something where we have applied the collective impact model. We consulted widely with the community, with women who had given birth, those who intended to have children, and with those who had not had a voice. It was a very difficult project as there were a lot of entrenched interests from all parties and it was a complex process. However, we have achieved it.*

*In terms of long-term impact I think it would be about Community Gateways. Over twenty agencies in Logan provide "soft entry" gateways towards prevention and early intervention across Logan City. This has the potential to transform the service delivery spectrum more profoundly and assist with the reallocation of services to the "front end". This model provides a way, in places where families gather anyway, such as play groups/neighbourhood centres, schools and kindergartens, where families can ask questions about services. This may be regarding a universal service that they don't know they are entitled to, or a particular service, or one that may only be required for a short time. We hear time and time again that making the first step and knowing who/how to contact is difficult. Community Gateways makes that first step easier and through this people can be engaged and assessed as to where their real needs are and who may assist with these needs. The agencies involved make "warm referrals", sometimes taking the person/family involved to the service required or at least making the referral over the phone whilst the person is there.*

*This model means that "issues" or needs are addressed at an earlier stage and are prevented from becoming unnecessarily bigger. This is significant because it is about prevention and helping people not drift needlessly through a system and access services at the wrong level. It is still at a very early stage, but this is an opportunity to reset how we move energy, effort and attention into the early stages of when people enter the system, whilst also enabling people to have more autonomy in the whole process. This model aims to get services matched at the right level and time to prevent further need.*

## Change story #2: Enabling change

*I am a previous resident of Logan, and raised my children here. I lived in social housing for my first nine years in Logan. I ended up studying and working in social services and have a background in case management. I later did a degree in counselling and mediation. I no longer live in Logan, but work here, in the non-government sector delivering youth services (education, school re-engagement, training and employment) and early intervention family mental health services. We are not currently delivering parenting programs locally in the early years space however we do so in other areas of Queensland and nationally.*

*When Logan Together (LT) first started, the organisation I work for was participating in LT via community workshops as part of the LT roll out, and getting feedback and giving input into project focus areas. I have also been playing a role on the leadership table. I've been able to bring back to my organisation more about LT's initiatives and information - about what's happening in key areas and encouraging greater focus on our youth programs, encouraging staff and managers to look more holistically at the family context of people we are working with, and look for how the families are connected to community/services. Other changes are that the strategic and more targeted projects, such as the maternity hubs and gateway hubs, are providing more opportunities for us to link with families and clients that previously we have had difficulty engaging with. It has increased knowledge of our services to families, which has improved networking and referral pathways and this contributes to our organisation as well.*

*For me, the LT change that is actually the most significant has been the creating of the enabling conditions for change. It is the framework and driving force that LT has created to bring everyone in the sector to work together to contribute to the shared outcomes. Prior to LT it was very siloed, for me there was a sense of if we were delivering youth or employment services then that's where our focus would be, but LT has enabled us to broaden this outlook and approach more broadly by looking at how to improve outcomes for children's wellbeing.*

*A big part of this is about the coordinating of the higher levels such as the CEOs, services, government and getting buy in, including external parties to engage with them and make them want to be part of it. This drive towards common goals has been led by a particular team and you couldn't get this without a core group of drivers who have resourcing to do this. One example has been having the Department of Social Services and state government representatives at the table and clearly reporting back; not just lip service, there is evidence that it is being well supported and outcomes are being looked at, at a higher level. For them to be informed by community and good quality research, that in itself is providing a platform for targeted initiatives.*

*This change is significant because creating the enabling conditions for change underpins everything. Enabling the conditions for change is quite complex, it sounds simple though, but it is not an easy task, and you need this to happen before you can do anything to move past the current barriers.*

*While I think the maternity hubs and gateway hubs are fabulous in their own right, I think LT has been critical in getting these types of initiatives up. Such projects would not happen without this enabling work. Through LT that process of coordination, and driving it forward, bringing in research, and bringing the stakeholders together to look at common goals, including having evaluation has occurred. This can't be done without these basic relationships to engage and for all parties to share aspirations, challenges, and be able to deal with any conflicts. It is key. Trust needs to be there and you can't have this unless you are having stable relationships, with community, families and people working in Logan. It is a parallel process to the systems work. We still need to keep working on this and to regularly check that we have the right people around table.*

## Recommendations and key learnings

### Key learnings about the enablers for change through collective action and challenges

A number of critical conditions and enablers for change were identified. They offer broader learning about collective impact delivery. The critical conditions and enablers for change included:

- A 'burning platform', where there is need, drive and readiness for change
- The community buy into the campaign agenda and goals
- Trust, connections and relationships based on mutual respect
- Champions in government (across 3 levels), industry, non-government organisation (NGO) sectors and philanthropy
- Diverse partnerships and inclusion of 'unlikely suspects'
- A simple, but shared/agreed vision and agenda
- A strong backbone to provide the leadership and capabilities necessary to support, drive when needed, facilitate and organise community conversation and embed sustainability
- Coordination mechanisms across government agencies
- Seed funding ahead of wider resourcing commitment (in the case of Logan Together this was from philanthropy)
- Capacity and support for people working in this context to embrace complexity and ambiguity, and be prepared to work 'in the grey'
- Transparency in reporting back to community about issues, projects, results
- Strategic learning as a key driver, and involves shifts in mindset and being adaptive.

Logan Together has also faced a number of challenges during its establishment and initial three years of implementation. These include challenges associated with the ongoing and resource-intensive work of deepening community engagement to create genuine participation; growing capacity and capability across the collective for the shared work; and working with micro-communities without abandoning the big picture.

It has taken some time to understand and clarify the role partners play in achieving shared outcomes. This has involved developing a shared language and reporting processes so that clear and accurate contribution claims can be made between the 'collective', individual partners and 'the backbone'. Establishing and embedding the shared measurement system has been a large-scale and complex undertaking, and has involved technical challenges as well as addressing the systemic barriers impacting on the capturing/sharing/applying of knowledge gathered. Other challenges include the long-term and complex nature of addressing system re-engineering and keeping up momentum where there may be "change fatigue" in some pockets.

## **Addressing challenges - areas for strengthening to remain on track**

As Logan Together moves out of establishment phase, the recommended areas to focus on are:

### **1. Scale and resource community engagement and empowerment**

To maximise the outcomes achieved through community engagement and participation, Logan Together partners and the backbone team need to scale and resource community engagement and empowerment by:

- Increasing the engagement with families and community members (particularly with those who would benefit most from Logan Together and/or who are experiencing vulnerability) to inform the ongoing work of the collective
- Deepening engagement with Aboriginal and Torres Strait Islander community members along with other cultural groups (such as via a tailored plan for how Aboriginal and/or Torres Strait Islander community members are going to be involved in meaningful ways, as well as to meet the needs of the culturally diverse communities of Logan)
- Securing and allocating the necessary resources to undertake this time-intensive work
- Developing a consistent methodology and tools for empowerment agents to increase the utility of community listening/community voice data
- Ensuring regular touchpoints with communities and service providers (that include small-scale and rich connection opportunities)
- Working with service delivery partners to explore opportunities to promote client empowerment and/or improve service delivery methods for empowerment, to better leverage existing contact between service providers and community to enrich and empower families as part of standard service delivery
- Broadening out the inclusion of community beyond the service delivery system.

### **2. Continue to refine and/or refresh governance and collaboration structures**

To ensure collaboration and governance structures enable accountability and are streamlined for efficiency by:

- Periodically refreshing collaboration structures and processes to ensure they meet emerging needs, and continue to drive change as the initiative matures and evolves
- Creating clearer and more streamlined reporting/accountability lines/expectations
- Balancing relational elements of the movement with more formalised decision and governance structures
- Exploring establishment of community interest subgroups for Chapters, around particular passions or issues/focus areas for micro-communities/ specific cohorts.

### **3. Continue to work to mobilise collaborations and build a sense of shared outcomes**

To move fully into the 'middle' years of the progress journey, Logan Together needs to continue to mobilise collaborators and embed a culture of shared outcomes by:

- Keeping Logan 'children' at the heart of the process
- Sustaining momentum in collaboration across agencies including via timely and transparent communication about the initiative

- Continuing to seek diverse opinions and building consensus, and creating safe spaces for discussion of the movement
- Scoping, and facilitating input and capability building for a broader range of stakeholder groups
- Continuing to develop a shared language, i.e. what do we mean by 'systems change', and what and who is involved
- Keeping an equity focus for decisions and actions, such as using locally relevant and disaggregated data to identify strategies, and targeting actions for priority cohorts/ populations
- Aligning messaging so that the Logan Together universal message is contextualised to suit geographic areas, and social and cultural needs (between service providers and LT) to create 'mini' shared agendas and work around common issues and datasets
- Celebrating immediate and intermediate successes, as systemic and population changes take time.

#### **4. Focus on scaling out and up**

Logan Together will need to scale up implementation as part of the maturity process by:

- Continuing to evolve the Roadmap and actions to deliver against the goals
- Rationalising the working groups/chapters
- Avoiding trying to do too much too fast ('meteoric pilot projects'); keep focused, ensure some preliminary end-user engagement and assess impacts on the way
- Responding to current interest in 'micro-communities' (suburbs/locales within broader community), and investigate the role that they play in creating change
- Pushing for scaling up and out of tested initiatives, such as for the Maternity Hubs and other gateways, to increase number of people or communities impacted within Logan
- Reviewing the composition and role of leadership tables to ensure that they are appropriately constituted to support emergent needs and adaptive implementation
- Reviewing reporting and engagement with broader government processes so that core reporting tools enable the efficient and accurate sharing of learnings from Logan to inform broader agendas
- Building processes and skills around managing cycles of innovation and using them to inform and guide activity as the sites move into the next phase of their work.

#### **5. Implement integrated Monitoring, Evaluation and Learning (MEL)**

As Logan Together moves out of the establishment phase, it needs to adopt and operationalise an integrated MEL and strengthen its evaluation capability by:

- Allocating sufficient resources for implementation of proposed MEL plan, or prioritising components of the MEL plan for immediate implementation
- Keeping momentum and engagement with those who have been involved in the MEL co-design process
- Determining an appropriate governance structure to have joint oversight and accountability of the MEL implementation
- Dedicating time and resources for evaluation capacity building across the collective



- Maximising learning and adaption by focusing more strongly on, and involving more people in strategic learning
- Prioritising the development of a 'culture of learning' so that open and honest reflection and discussion about what needs to work become embedded
- Creating a shared data group across the relevant organisations
- Treating contribution analysis of collective and backbone team as separate
- Continuing to streamline/manage reporting between governance and evaluation needs
- Valuing and collecting data at the community and systems level (not just at the population level)
- Collecting and sharing family-level stories of change (including behaviour change and for targeted micro-communities)
- Continuing the important work for data linkages, such as with government (child safety, education and health etc.).

### **6. Progress work on development of the Sunset strategy**

To develop and implement long-term plans for sustaining the movement (beyond the life of the backbone team and structures):

- Enhancing the capability of others to be community and sector leaders
- Identify long-term partnerships that will support the ongoing collaboration and data/measurement programs
- Develop strategies to embed backbone team functions in other parts of the collective to share responsibility and as part of the sunset strategy
- Explore opportunities to embed (where appropriate) place-based collective impact approaches as 'business as usual' which are resourced via core business investment from across service systems.

While the priority areas for future investment identified from the study are items already on the Logan Together agenda, work in these areas involves improving the effectiveness, scaling and/or extending the reach of existing activity areas, and implementing strategies not yet being rolled out.



# 1. Introduction

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## 1.1. Purpose of this report

The purpose of this report is to summarise action and measure progress of the Logan Together place-based, collective impact approach since inception. It aims to review progress made toward the shared outcomes of the initiative and to identify the enabling factors, challenges, and key learnings from the first three years.

## 1.2. Background

Clear Horizon was commissioned by the Queensland Government (through the Department of Communities, Disability Services and Seniors) and the Australian Government (through the Department of Social Services) to produce this report, in partnership with Logan Together. The Australian and Queensland Governments are involved in Logan Together as funders and partners.

The progress report is part of a larger body of work, which included the development of a nationally applicable Place-based Evaluation Framework (Dart, 2018); a Monitoring, Evaluation and Learning (MEL) plan for Logan Together as proof-of-concept; and an Interim Progress Report on Logan Together (May 2018). This progress report is the first deliverable from the Logan Together MEL Plan (2018-2020), and uses several of the MEL tools included in the Plan (see section on Methodology).

## 1.3. Overview of Logan Together

Logan Together is a long-term, whole-of-community effort to create the best life opportunity for Logan children aged 0-8 years old, a good start in life, and the opportunity to thrive. It is one of Australia's largest place-based initiatives, involving the efforts of over 100 partner organisations. While formally established in 2015 (after a two-year inception period), Logan Together ascends from a longer-term community movement with a rich history of service delivery collaboration. Logan Together uses a collective impact (CI) approach to drive coordination and cooperation between community stakeholders, and education, health and social service providers. The Logan Together backbone team, made up of dedicated staff to coordinate and provide enabling support to the collective, is hosted by Griffith University.<sup>1</sup>

Logan City is a large and culturally diverse local government area located 25 km from Brisbane, with a population of over 300,000 people. There are approximately 45,000 children under 8 years old living in the Logan area. The Logan Together place-based initiative is working to support 5,000 of these children over the next 10 years to close the gap in healthy child development by working to improve health, wellbeing, and education outcomes across the early stages of children's lives (in line with state and national averages). The rationale is that for people to thrive they need strong family foundations and community connections, and to achieve a number of physical, social, emotional and educational developmental milestones during early childhood. Together, Logan Together backbone, service

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<sup>1</sup> In this report, we use the term 'Logan Together' to refer to all the individuals and organisational partners contributing to the collective effort, and refer to the backbone team specifically when discussing their role and activities.

providers, community groups, governments, cultural leaders, schools and families are working for this shared vision.

The '[Roadmap](#)' is the organising framework for the collective's shared vision and population outcomes measurement for the initiative, and this encompasses the intermediate outcomes relevant to 'key transitional phases' in the child's development (see Annex 2). The pathway is organised by age or stage, namely: preconception; pre-birth; ages 0-1; ages 1-3; ages 3-5; and ages 5-8.<sup>2</sup> The theory of change underpinning the Roadmap posits that in order to achieve the population level changes for children 0-8 years old in Logan, a number of enabling conditions and systemic changes will be needed (see Annex 3).

## 1.4. Scope of report

This progress report assesses the activities and outcomes of Logan Together from inception in July 2015 to the end of August 2018. The progress study has been informed by the Place-based Evaluation Framework and the shared outcomes identified through the MEL co-design process undertaken with Logan Together. It includes assessment of the distinct contribution of Logan Together (as a collective) and of the backbone team. While participatory processes have been used as part of the methodology (see Section 2.5) the progress report is an independent report.

The methodology for this report, including key evaluation questions (KEQs) were negotiated prior to data collection and the scope of the progress report is therefore limited to three (3) phase-specific KEQs identified by stakeholders as a priority for this phase of the initiative (see section 1.5). Assessing the overall impact of Logan Together and making judgements regarding value for money of the initiative, were not included in scope at this phase of evaluation.

## 1.5. Key evaluation questions (KEQs)



The overarching question addressed in the progress report is:

**To what extent is Logan Together on track to achieve shared outcomes as a place-based Collective Impact initiative?**

This question is broken down into 3 phase-specific sub-questions:

- What are the early instances of impacts for the individuals and families (micro-communities and specific cohorts)?
- What systemic changes are happening because of our collaborative work?
- What have we learnt across Logan Together about the collective impact model and the critical conditions for systemic change?

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<sup>2</sup> <http://logantogogether.org.au/the-roadmap/>

## 1.6. Areas of action being reviewed

It is important to understand that there are two 'areas of action' being reviewed in this report.

- **The work of the broader movement** ('Logan Together') –the broad collaboration of Logan Together and the short- and medium-term impacts emerging. The collective includes the backbone structure, funders, partnering organisations, community members and governance groups who are working toward the shared vision and Roadmap.
- **The work of the backbone organisation/team** and their influence on creating the enabling conditions for systems change (referred to as the 'backbone team').

## 1.7. Evaluation context and setting expectations

The complexity of place-based approaches and collective impact initiatives presents challenges for evaluation and progress measurement. There are many parts of the system to monitor/review; the place-based approach for systems intervention and social innovation is dynamic and emergent; and the intended population level changes that the collective effort is working toward typically takes many years to affect, sometimes decades. For Logan Together, in its third year ('the initial years') of implementation, population level changes for children 0-8 years old are not expected. This aligns with the Place-based Evaluation Framework. The focus for this report are the intermediate outcomes evidenced from the first 3 years, and assessment of phase-relevant progress. Figure 1 shows the phased nature of expected outcomes across time in different domains as place-based approaches mature. The vertical line marked 2018 indicates Logan Together along the timeline, for this phase.

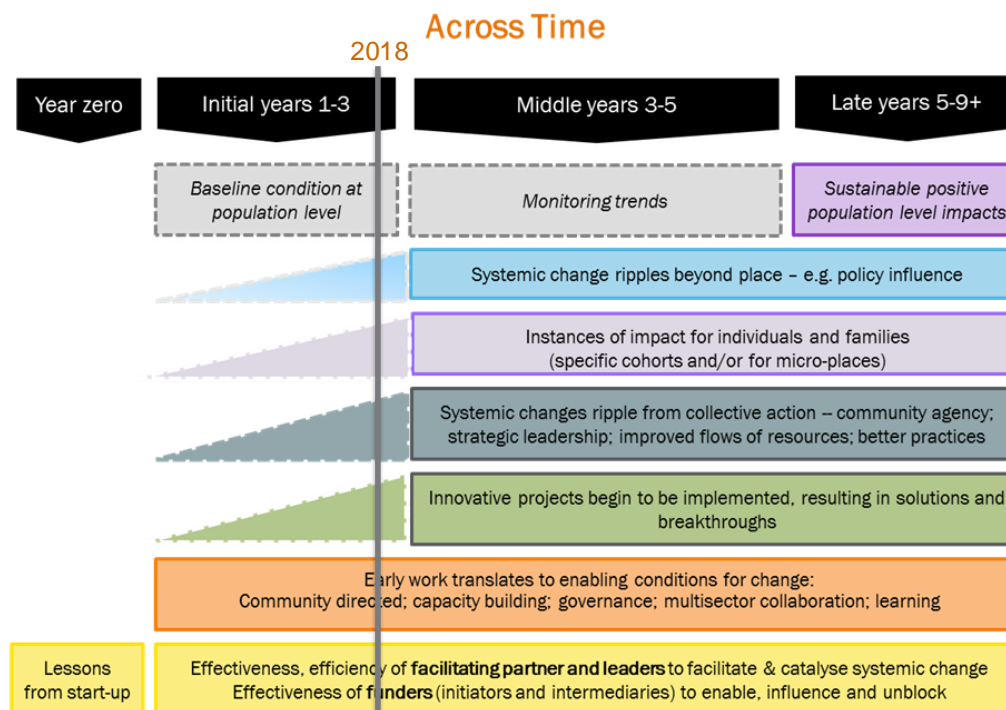


Figure 1: Logan Together position against expected outcomes for place-based approaches over time

## 1.8. Methodology

A mixed methodology based on a modified version of outcomes harvesting was used for this progress study. This saw us conduct a broad-scale sweep of all outcomes that may have happened across Logan Together, as well as verifying and working to understand the distinct contribution of Logan Together as a collective, and of the backbone team. Annex 4 outlines the methodology in detail and includes the progress measurement approach and tools used. We acknowledge the substantial contribution made by many Logan Together stakeholders in the research for this report.

In summary, data collection methods included 9 semi-structured interviews, the collection of 25 Most Significant Change (MSC) stories, 13 informal dialogues, 24 scoping interviews, and a document scan of over 45 reference materials. Six outcome-verification case studies were produced (see Annex 5). The research involved 60 individuals from non-government and philanthropic organisations, community and three levels of government. Data collection and analysis used participatory methods to involve Logan Together stakeholders and to test tools included in the proposed MEL strategy for Logan Together. This included a reflection workshop held with 23 Logan Together stakeholders, to review and validate data collected. Findings were then independently verified by Clear Horizon.

To understand and measure progress, the emerging results identified via the outcomes harvesting were evaluated against performance rubrics for 3 priority domains of change (domains being drawn from the theory of change) (see Annex 4). These rubrics were developed with key stakeholders. Progress measurement focused on community and systemic changes, and early instances of impact for families which were the types of outcomes expected for this phase of delivery. Where possible, we have looked to distinguish between the contribution of Logan Together and the backbone team toward outcomes. As background, Figure 2 is provided to show how the outcomes in focus for Logan Together and the backbone differ, as aligned with the theory of change. This is helpful for understanding the roles and contributions of both entities with regard to progress made.

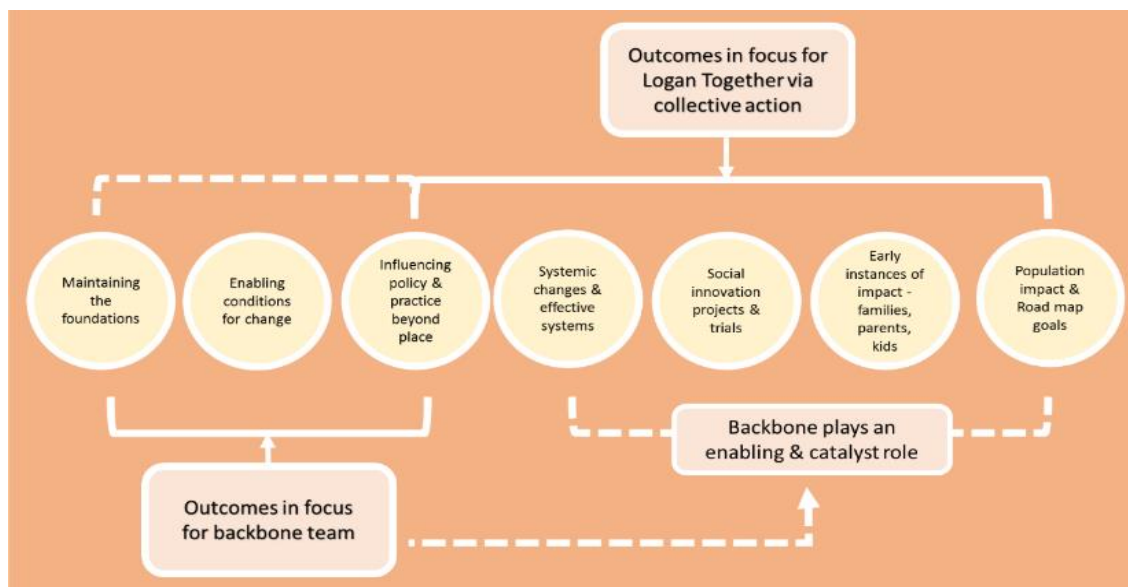


Figure 2: Different outcome focus areas for the collective and the backbone organisation

## Limitations

Logan Together involves hundreds of stakeholders and active participants, and diverse cohorts of potential beneficiaries. While stakeholder engagement was undertaken to include cross-sector and multi-cultural perspectives, the scope of data collection was limited. Another constraint is the amount of data collected from Logan residents, community members and potential beneficiaries of the Logan Together initiative; greater focus should be given to this in future in-depth evaluation studies. In addition, the tools developed for progress measurement are in their infancy, as the full suite of tools proposed in the MEL strategy for Logan Together have not yet been created. Progress measures used for this study are small-scale 'tests' that, while useful for making summative evaluation statements for the KEQs in this report, will need to be expanded and refined as part of the MEL implementation process to ensure they reflect the criteria and values of the wider collective.

## 1.9. Overview of the report structure

This report is structured as follows.

An **Executive Summary** is provided that outlines the activities and achievements to date, outcomes achieved, and progress made in the first 3 years of Logan Together. A summary of key learnings about the enablers and challenges, along with recommendations for continued action are included. This provides an abbreviated summary of the report's overall findings.

A full-length **Progress Report** presents detailed findings of the progress study which are presented in sections (outlined below) and detail the activities, outcomes, impacts, progress and learnings achieved to date by Logan Together. Project and outcome examples are provided to evidence claims. The findings address the key evaluation questions.

**Section 1 – Introduction:** This section provides the framing and background for the progress study, and defines the scope, key evaluation questions and methodological approach.

**Section 2 Findings about what has been done** – details the activities and outputs of Logan Together.

**Section 3 Findings: Outcomes and impact of Logan Together** – details examples of the early instances of impact, the systemic changes that were evidenced as a result of the collaborative work, the key learnings about collective impact models, and the critical conditions for systems change.

**Section 4: Progress toward shared outcomes** – provides an assessment and statement of progress.

**Section 5: Key areas for strengthening to remain on track** – areas for future investment, refinement and action.

To support the findings, there are 'Most Significant Change' stories included in Annex 1 and six outcome case studies in Annex 5. There is also a glossary of key terms included at the end of the report before the Annexes.

## 2. Logan Together: Findings about what has been done

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This section summarises Logan Together activities since inception, for a period of three years (2015-2018). Key activities canvassed include Logan Together set-up and partnerships; community engagement and movement building; delivery of the Roadmap; strategic and tactical projects; data collection and monitoring; evaluation and strategic learning. We refer to activities undertaken by the collective as 'Logan Together' activities (which have involved a broad group of stakeholders working together around priority issues), and to 'backbone team' activities when talking about the dedicated team of staff based at Griffith University. The activities and outputs of the collective are summarised across a timeline of the 'initial years', and are included as Annex 6.

### Summary of activities and outputs to date

Logan Together (as a collective) have worked across a number of activity areas in the initial 3 years. First, extensive effort was invested in establishment of the initiative, and the development of the theoretical base and governance structures for collective action, which involved harnessing the community movement, power-sharing with citizens, and building the conversation and commitment around a place-based collective impact approach.

Second, community and cross-sector partnership building was undertaken to develop the shared agenda and goals of the Roadmap, and the prioritisation of strategies for practice and policy-related action. This set of activities extended from working with government to set an agenda for a consolidated approach to developing the skills base across the collective, which involved capability building, using data to inform goals, and convening collective work.

Third, activities focused on citizen connection and engagement have included community listening campaigns by the backbone team, and the introduction of community empowerment agents in 2017. The approach to these activities has been responsive to community feedback and has become strength (not deficit) focused. It has also shifted from 'talking to' people to creating the means for 'involving people' in change.

Fourth, Logan Together has begun to design and implement 7 strategic projects that target Roadmap focus areas in order to create changes for mums, dads, carers and kids. These include social innovation projects, and improving models for services and practices (see Annex 5 for 'golden thread' case studies on maternity care reform; improving kindy attendance; and family coaching work via Sure Steps for examples).

Fifth, Logan Together has worked on developing the data collection and monitoring systems required to build an evidence-base about the collective effort through shared measurement and the development of a broader strategy for monitoring, evaluation and strategic learning. This includes baseline research, and data partnerships and linkages for ongoing measurement.

Sitting across these activities is the leadership function of Logan Together, delivered by representatives from the collective and the backbone team that has provided vision and support for partners to take strategic action aligned with the Roadmap.

Before detailing what has been done in the first three years, it is helpful to understand the different activities in focus for the Logan Together collective and the backbone team. Figure 3 shows a general breakdown of activities between the two entities.



Figure 3: Activity focus areas of the collective and the backbone team

## 2.1. Inception and establishment

The Logan Together initiative was officially launched in July 2015 after a two-year inception period. Logan Together was devised as a collective solution in response to community issues raised at the 2013 Logan City Summit — an event which was catalysed by a 'call to action' by residents and leaders, and galvanised the interest and commitment for a shared approach for creating change for children in Logan. It is the result of the collective efforts of many passionate people, and there were several driving forces leading to its formation. It arose from a long tradition of service collaboration, and government investment and commitment. A detailed historical overview is provided in Annex 7.

The movement, based on a mix of diverse partnerships, is a collaboration involving stakeholders from Logan community as well as from over 100 community, not-for-profit and government organisations. The backbone organisation for the collective is Griffith University, who are responsible for auspicing the initiative and hosting the backbone team (staff dedicated to coordinating and enabling the collective). This was a strategically significant decision; Griffith University is not part of the traditional service delivery system in Logan and could therefore play more of an 'independent' change facilitator role.

Participating stakeholders include community members, non-government organisations, service providers and funders. In parallel, cross-government groups have been established to coordinate the



alignment of government contributions and Roadmap focus areas — such as the Queensland Government's (QG) Logan Inter-Departmental Committee (IDC), and Regional Coordination Group. Government contributions extend beyond funding to include in-kind support and resources, and involvement in governance and chapter groups. At the local level, Logan City Council is involved in coordinating alignment with local government efforts.

A number of governance structures are in place to ensure cross-sector leadership and participation — including the Cross Sector Leadership Table (CSLT, the peak leadership body), as well as industry chapters focused on issue-specific, multi-partnered projects.<sup>3</sup> Working closely with the backbone team are contributors from government and governance networks such as Chapters and Project Action Groups; Logan: City of Choice; and Logan Community Alliance. Combined, the backbone organisation and structure supports and enables Logan Together partners to align their activities with the shared vision.

## 2.2. Shared agenda and building the movement

Activities in the three years of Logan Together have focused on setting up the foundations for the collective effort as well as creating the enabling conditions for delivery of the Roadmap, and the community and systemic changes necessary for population level outcomes. This section summarises some of the activities undertaken by Logan Together as a collective.

A key focus of the first three years of Logan Together activity has been on developing and articulating the shared vision and agenda, formalising the Roadmap, and developing the support structures and enabling conditions for delivery of the Roadmap. This work has been coordinated by the backbone team and has been the collaborative effort of collective partners. Since inception, the Roadmap has had several iterations, and is supported by three tiers of government, 100 community organisations, multiple parent and community representatives, and some business owners. The Roadmap is a key achievement, particularly the latest iterations and refinement of the Roadmap released in 2018.

These activities, considered a significant progress milestone, have laid the foundation for other progress milestones, such as outcome planning via Roadmap, the Framework for Action, State of Logan's Children and Families reports, policy papers and guides, and have contributed to the development of national networks and agendas. The shared vision also promoted evidence-based messaging essential for securing commitment and collaboration.

Logan Together has also focused activity on securing cross-sectoral partnerships to grow the movement and bring organisations on board. These activities have resulted in diverse partnerships being formed — including with schools, community organisations, health professionals, community leaders and Elders, neighbourhood networks, social workers, community hubs, funders, government workers, policy makers, businesses, and national advocacy and network partners. Cross-sector representation and participation extends across health, community services, education, job services and training.

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<sup>3</sup> A process for governance review is currently being undertaken (September 2018).  
Design. Evaluate. Evolve.



## 2.3. Community connection and engagement

Working toward creating the conditions for community leadership and agency, as well as ensuring opportunities for participation and community-driven action, are key activity areas of the Logan Together backbone team and a collective effort.

Logan Together has been responsible for driving and facilitating community conversations about early childhood wellbeing, and aligning aspirations for change for early childhood development outcomes in Logan. This work involves building trust in the movement, as well as between community, collective partners and the backbone team. Community Empowerment Agents are part of the team and are collecting data and gaining insight through their 'community voices' work with community members. This has been an activity area that has changed and evolved over time in response to community feedback and in order to improve how connection and engagement with community and cultural groups are done. The Logan Together Community Connection and Engagement Strategy guides this multisector and whole-of-community collaboration and decision making.

Work in this area includes: ensuring community members have a 'seat at the table'; empowerment projects; one-off events; online; connecting with others' engagement activity; relationship and connection building; and having people from culturally and linguistically diverse (CALD) backgrounds, and Aboriginal and Torres Strait Islander people involved as "cultural champions" (Logan Together Community connections and engagement strategy, 2018).

Since the work on building community momentum during inception and early establishment, the backbone team has hosted various engagement and outreach events between 2016 and 2018, including: a free daylong event to discuss the collective impact movement; webinar workshops with the Harwood team; seminars with Mark Cabaj and Sharon Goldfeld, the HeadStart Education Forum (2018); Logan Together Get Together; and Logan Together induction sessions. Partners have hosted various events, such as information sessions, masterclasses on conversation circles, and training programs.



Logan Together Get Together 2017  
(Images courtesy of Logan Together)

Communications is a strong focus for the backbone team, such as outreach campaigns (including the 'Early Years' branding and social marketing campaign) and developing networks (such as via Logan Engagement Institute community of practice). The backbone team regularly communicates goings-on via a newsletter to about 1,300 subscribers, and Facebook and Twitter.<sup>4</sup> Additionally it publishes short communications videos, community engagement resources on the Logan Together website and social media channels, and has set up transparent reporting to community about issues, projects, results and data accessibility via the website. Connection activities also include joining up parts of the collective that have had disconnect but were doing good things, thereby bringing isolated efforts together to achieve more impact.

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<sup>4</sup> Data provided by Logan Together backbone team, internal documentation.  
Design. Evaluate. Evolve.

## 2.4. Delivering the Roadmap

Between 2016-18, 7 major strategic projects have been initiated and endorsed by the CSLT, delivered by a range of government and non-government partners, as well as cross-sector and/or issue-focused, partner-led projects. The Roadmap focus areas across the lifecourse are:

- Ready to have kids
- Good start in life
- On track at 3
- On track at 5
- Family foundations
- A strong community
- Effective systems

Below is a summary of the projects that have been initiated to deliver the Roadmap. Table 1 provides an overview of the 7 major strategic projects.

**Table 1: Overview of Logan Together strategic projects for delivering the Roadmap**

Strategic Projects	Overview	Roadmap focus
<b>Community Maternity and Child Health Hub</b>	The hubs, as an extension of existing Logan Hospital services, offer women a community-based space, which includes midwives and other health professionals, for receiving continuous care throughout their pregnancy. The aim of this strategic project is to provide access to, and engagement with care throughout the pre-birth, birth and post birth period to age 1 by developing 'community maternity centres' that offer community-based continuity of care models.	Good start in life
<b>The First Three Years (Early Development Initiatives birth to prep)</b>	Focus is on increasing kindy attendance in Logan, as well as identifying other opportunities for early learning and development to take place outside a formal structure. The project involves community led activities such as playgroups, neighbourhood centres and community hubs. (Chapter: Education). Projects include <i>First Five Forever</i> , <i>Early Years Kindy Conversations</i> , and <i>Logan's Little Learners</i> .	On track at 3
<b>Early Years Neighbourhood Networks</b>	As of August 2018, 6 networks were operating across Logan City, with each network comprising early childhood, health and social services, schools, and 3 early childhood coaches. The networks aim to build transdisciplinary professional community linkages so they can work toward a shared agenda to better support early learning pathways and increase the percentage of kids who are developmentally on track when starting school in communities experiencing vulnerability. Projects include <i>Indigenous Kindy</i> , <i>Early Years – Enrol in Prep</i> , and <i>Pasifika Kindy Partnerships</i> .	On track at 5
<b>Jobs for Families (Formerly Employment Projects for Families)</b>	Aims to promote employment outcomes for Logan families and keep parents with young children in contact with the community and world of work by using a holistic approach that focuses on the needs of the family unit. Projects include <i>Backing Young Parents</i> , a Jobs for Families project focusing on the needs of jobseekers with extra barriers to employment, and collaboration among ParentsNext providers. (ParentsNext is a mandatory Australian government pre-employment program to help parents re-enter the workforce.)	Family foundations

<b>Community Mobilisation</b>	Ties in with the Community Connection and Engagement strategy, a campaign on community education and mobilisation to start conversations about what's important for kids at each life stage, and empower local community members to take action. The project creates shared resources and toolkits (available on the Logan Together website and at community events) on various topics, such as what's important in pregnancy, value of reading and talking, enrolling in kindy and big school etc. (Cross Sector Leadership Table)	A strong community
<b>Community Gateways</b>	While families with little kids already gather and connect at different places across the city, through this project, Logan Together plans to better connect health and community support services to places where families already gather, such as playgroups and neighbourhood centres, schools, early learning centres, and shopping centres. Projects include <i>NDIS Activation</i> , <i>Logan Engagement Institute</i> , and <i>Children Together</i> .	A strong community
<b>Social Investment and Service Integration</b>	Proposes service redesign and social investment reforms across multiple family-facing disciplines and programs to improve the effectiveness and relevance of community efforts supporting families and helping improve child development trajectories. Test projects include the <i>Sure Steps</i> project developed with YFS and the Department of Housing and Public Works, which is piloting an integrated "Family Coach" model and the <i>Investing for Outcomes</i> work, commissioned by the Department of Communities, Disability Services and Seniors and delivered by CSIA in partnership with Logan stakeholders (Cross Sector Leadership Table).	Effective systems

Numerous tactical projects support the strategic priority projects and Roadmap focus areas, led by partner organisations within the collective. Some are summarised below to provide examples.

### Tactical projects

- Logan's Little Learners (Formerly Language and Literacy Project): Focuses on creating and supporting opportunities for children to develop their early literacy, and for parents to learn skills to help their children in this developmental outcome. The First Five Forever program, run by Logan City Council's Library Service, aims to support parents and their carers in their roles as their kids' first teachers.
- Children Together (Formerly Social and Emotional Wellbeing Project): Still at conceptual stage and based on UNICEF's Child Friendly Framework, this project plans to run a Children's Summit to capture the voices and aspirations of Logan children to ensure the rights of children are reflected in policies, laws, programs and budgets.
- Young Parents: Aims to provide additional support to women who are starting on their parenting journey and are under 19 years old. A result of consultations with service providers and young parents was the "goodie bag project"; bags contained information and practical items young mothers actually needed and wanted, which were distributed at Logan Hospital.
- ParentsNext Collaboration: Logan Together convened the 7 providers of the ParentsNext program in Logan to forge a collaborative approach to engaging the parent population and the service system. ParentsNext engages with all parents receiving Parenting Payment-some 6,000 parents in the local community-and is a mandatory government employment program designed to help parents with young kids enter or re-enter the workforce when their youngest child starts school. Logan Together worked with providers to leverage the universal engagement opportunity the program offers and connect participants into a range of child and family wellbeing opportunities.

- Child Development and Workforce Plan: Still at early stages, the project aims to upskill the child-facing workforce in areas such as child development knowledge, social and emotional learning, cultural competence, needs screening, and referral. The Salvation Army Griffith Knowledge Partnership has delivered 5 Master Classes in the Logan area using the Circles of Change Revisited process.
- Sure Steps: a one-year pilot project (expanded for two more years initiated by YFS in collaboration with Logan Together, funded by the Department of Housing and Public Works. The pilot is testing an integrated "Family Coach" model to better facilitate family-identified goal setting and planning for families living in public housing, have a child under 8, and are at risk of losing their tenancy.

Other examples of projects initiated across 2016-17 which contributed to Logan Together Roadmap goals include: Communities for Children (Salvation Army with knowledge partnership with Griffith University); Browns Plains Early Years Centre (The Benevolent Society); Relationships Australia Mental Health and Wellbeing Hub; Goodstart EChO Centre in Logan (Goodstart Early Learning – Enhancing Children’s Outcomes); Kingston Kindy is a Deadly Kindy (Aboriginal & Torres Strait Islander Community Health Service Brisbane, and the Crèche and Kindergarten Association) (see Logan Together website for further details); Hosanna Village Hub Development Project (linked to Community Maternal and Child Health Hubs strategic project); Logan-Beenleigh domestic and family violence integrated service response trial (Queensland Government); NDIS activation (key partners: Benevolent Society, National Disability Insurance Agency (NDIA), disability service providers, Queensland health and education); Indigenous Kindy; Early Years – Enrol in Prep; Jundals (Young Women) Support Group; and Pasifika Children’s Wellbeing Group.



Images of community involvement in Logan Together-supported initiatives  
(Images courtesy Logan Together)

### Activities to influence policy and systems change

Logan Together engages in a number of activities that aim to influence policy and systems including political engagement, government engagement, thought leader engagement, media, and being advocates and activists within the national movement of collective impact and place-based approaches. This includes being involved in close conversations with government partners and policy makers outside of Logan, and through contributing to knowledge-building about place-based approaches and reforms.

Logan Together activities in this area include:

- Relationship building and engagement — one example is the 'co-location' day where government partner representatives and Logan Together backbone team work at the same site once a month (approximately), in order to develop a deeper mutual understanding of the work done by each.
- LT policy papers — Logan Together developed a number of policy papers over time which assisted in articulating the value of place-based work and the methodologies and policy settings required to support it. These were widely circulated inside the policy community. Most recently Logan Together co-authored a policy brief published by Murdoch Children's Research Institute on the design principles required to inform child-focused place-based initiative.
- Investment reform — Logan Together worked as a foundation partner with the CSIA to develop the Commissioning for Outcomes framework which has been an important framework in progressing social investment reform. Four pilot projects are underway applying the framework in the local context. Further early work around large scale institutional reform — such as the scoping of a new Social Investment Authority — have contributed significantly to debate among policy cadres.
- Stocktake of social investment — in partnership with the Queensland and Australian Governments Logan Together undertook a stocktake of social investment relating to children and families in 2016. Over 100 separate investments were recorded and analysed. This work has put empirical evidence behind discussions about reform opportunities.
- R4 — Logan Together formed a joint working group with Queensland Government to explore a sophisticated data linkage project using de-identified data holdings across Government. This project is proceeding and is informing reform in terms of data capability and leveraging public data holdings.
- Data Lab — the Regional Innovation Data Lab is a joint project of Logan Together, Griffith University, AURIN, QCIF and the Open Data Institute Queensland. It is a promising proof of concept project integrating a very wide variety of geo-tagged data sets for analysis and decision making at the local/ regional level. It is driving significant activity in the open data space.

## 2.5. Developing an evidence-based approach

During the phases of inception and establishment Logan Together has implemented a mix of strategies that form part of what is required to build a solid and robust learning and evaluation system. The adoption and resourcing of the proposed MEL strategy will be an important step moving forward that will help progress current work. Annex 8 summarises Logan Together activities and progress related to monitoring, evaluation and strategic learning.

In summary, over the 3-year implementation period, Logan Together has established the following:

- Baseline research on early childhood development and development of public knowledge assets, including population level data assets and condensed suburb profiles.
- Shared population level goals and system for shared measurement via the Roadmap, (includes baseline indicators and targets, and is still a work in progress). Linked to this is an online scoreboard, the principal means for tracking progress at the population level.
- Data access via online platform and website upgrade to enable data sharing and the launch of a Resource Kit with user-friendly research summaries.
- Partnership with Griffith University Data Lab for long-term, sophisticated population level analytics for shared measurement and communications.



- 2 evaluation reports via annual evaluative reporting by Rubenstein (2017), and 99 Consulting (Eastgate & Birsky, 2016); and this progress report 2018.
- Draft MEL strategy 2018-2025 and a 2 year plan 2018-2020. The strategy includes a set of shared key evaluation questions, full methodology and operational plan.
- strategic learning to provide both a 'bottom up' and 'top down' view of the Logan Together context and an adaptive learning model to underpin 'learning as we go'. The focus is on developing a culture of learning and a strategic learning framework that uses public knowledge, data, and research and policy.

One example of a strategic learning initiative led by the backbone organisation is the Logan Together community services mapping which has been used to inform action-oriented strategies, such as for improving integrated service responses. The vignette below details this example.

#### Vignette: Evidence-based systems approach for informing service realignment

In order to develop a baseline of data about Logan services and to develop a community directory to link people and local community health and social service providers, service mapping was conducted by the Logan Together (LT) backbone team in partnership with Logan City Council. This work addressed the need to better understand how the current service system might respond to the identified needs within the community, improve the effectiveness of systems conditions for delivering the Roadmap, and inform service system reform. It is an example of Logan Together applying strategic learning and use of evidence to inform action, as well as building relationships and knowledge across disciplines.

Before the mapping, there was no baseline picture of the health and social services being delivered in Logan. The initiative involved service system mapping across the lifecourse against the level of support provided, and engaged over 250 people in an hour-long interview designed to gain a deep understanding of the current service system and service response in Logan. A cross-section of the community, including community service providers, early education, and care and school principals, participated in the service mapping.<sup>1</sup> The mapping collated a mix of data about services to establish the baseline picture of available services in the area and a detailed analysis of the current resources available<sup>2</sup>. This included information about service/program purpose and scope, eligibility criteria, funding sustainability, case load, outcomes, trends and patterns observed, and opportunities for improving outcomes for individuals and families. The information produced will inform service system reform and integrated responses in the future to better outcomes for children and their families<sup>2</sup>.

Logan Together worked in partnership with Logan City Council who have accessed all the service data from the mapping and built a community directory, providing a link between people and local community service providers to create connections across siloes<sup>3</sup>. One respondent interviewed commented that "An early outcome of this is seeing more recipients being reached and more service providers represented and promoted via the community directory".<sup>4</sup>

The service mapping is close to completion and provides a strong knowledge base for shaping the service system to better respond to community need and aspirations. The service mapping will be translated into an accessible platform that will enable the Logan Together collective to work collaboratively to identify opportunities for service system enhancements, which will improve outcomes for individuals, families and community, as well as track service system response over time<sup>3</sup>. The Logan Together backbone team led the design, implementation and deliverables of this piece of work, with the objective of enabling the collaborative moving forward and building the evidence-base on which strategic decisions can be made.

Sources: (1) Semi-structured interview (R18); (2) MSC interview 13 (R27); (3) Participant feedback, Reflection workshop for Logan Together (3 September 2018), facilitated by Clear Horizon, Griffith University Logan Campus; (4) MSC interview 18 (R16).

## 3. Findings: Outcomes and impact of Logan Together

### Summary

Within the scope of focus for the progress report we found evidence for:

- a) early instances of changes for families, parents and children
- b) systemic changes.

We found evidence of several instances of small-scale impact for families and children that are aligned with longer-term Roadmap goals, with clear lines of contribution to Logan Together and/or the backbone team. These included improved engagement of certain at-risk cohorts, such as women not accessing maternity services or families with young children experiencing tenancy difficulties and instability; improved parental awareness of childhood development needs and milestones in targeted communities; early instances of improvement in kindy enrolment for small cohorts; and changes resulting from increased reach of services.

We also found evidence of systemic changes including: increased cross-sector collaboration and breaking down of silos, integrated approaches to strategic delivery, innovating new services and models, changes in practice, shifts in mindset and attitudes, and early changes in resource flows.

One area in which we didn't see the expected results was in the domain of community leadership and agency. Stakeholders acknowledged that there is still work to be done to deepen trust, inclusion, and wider representation (including with Aboriginal and Torres Strait Islander communities, other cultural groups such as Pasifika and CALD cohorts, and residents from lower socio-economic contexts). Processes and opportunities also need to be created to foster and enable leadership.

Stakeholders voiced that creating the enabling conditions for change is one of the most significant outcomes of Logan Together and the backbone team to date – and is a key milestone for this phase of the journey.

Beyond Logan ('place'), impact ripples can be seen that extend into community and government spheres.

Identified enablers for change included relationships, trust and connection; Logan Together's catalyst role, the place-based approach and collective impact model; community priorities driving change, the shared agenda, the backbone team and structure, and evidence-based approach.

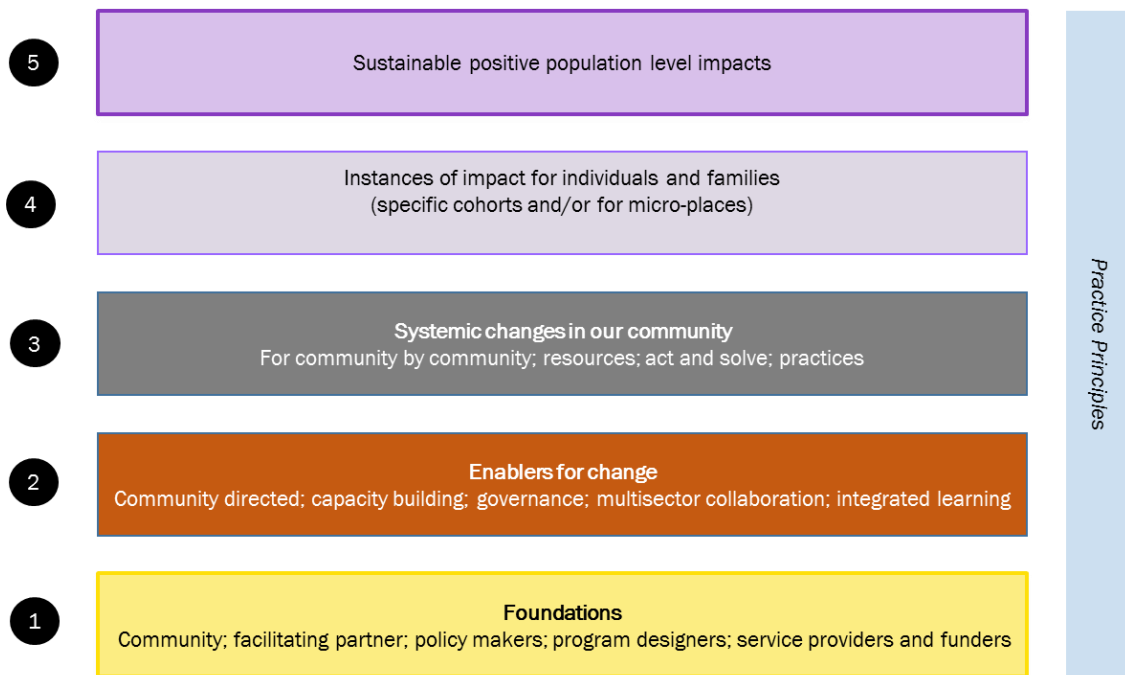
### 3.1. Section overview

This section presents the key findings against the three sub-questions:

- What are the early instances of impacts for the individuals and families (micro-communities and specific cohorts)?
- What systemic changes are happening because of our collaborative work?

- What have we learnt across Logan Together about the collective impact model and the critical conditions for systemic change?

The results explored in this section are organised against the expected outcomes for this phase of delivery drawn from the theory of change (see Annex 3). Figure 4 shows the generic theory of change levels for place-based approaches, and gives context to the outcomes being discussed in this section (sourced from the Place-based Evaluation Framework). In focus for this study are outcomes related to level 3 and 4 of the theory of change – those systemic changes and early instances of changes for families, parents and children. In addition, not displayed in the Figure 4, is a focus on the influence the movement is having beyond 'place' on practice and policy.



**Figure 4: Levels of shared outcomes being reviewed, against the theory of change (sourced from Place-based Evaluation Framework)**

Throughout, we provide short outcomes descriptions that are substantiated in Annex 5. The six 'golden thread' case studies in Annex 5 provide the context, significance and contribution assessment of Logan Together and the backbone team. The outcomes and projects profiled in the case studies focus on:

- The Community Maternal and Child Health Hubs (Annex 5a)
- Kindy Conversations (Annex 5b)
- Sure Steps (Annex 5c)
- Focus on and investment in place-based approaches (Annex 5d)
- Early Years Neighbourhood Networks (Annex 5e)
- Enrol to Prep (Annex 5f).



## 3.2. Shared outcomes to date

### Instances of early impact

Better birthing outcomes and maternity health care options	Increase in kindergarten attendance for small cohorts
Improved family/parent awareness on learning readiness & enrolment	Attracting women previously not accessing maternity health care
Increased reach of services	Improved housing & stability outcomes for targeted cohort

### Systemic changes

#### Domain 1: Community agency

Some increase in community leadership & agency

#### Domain 2: Cross-sector collaboration and leadership

Instances of disciplines coming together	Cross-sector buy-in, partnerships & collaboration
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Increased participation of government across levels	Integrated approach to strategic delivery
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#### Domain 3: Resource flow

Changes in resource flows	Improved coordination & targeting of services (less duplication)
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#### Domain 4: Social innovation

Some co-designed models for services	Instances of innovating, new services, testing, trying new ways
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#### Domain 5: Practices and norms

Shifts in perceptions & attitudes	Shifts in practice
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Building trust, breaking down silos

### Impact ripples beyond place

#### Domain 6: Influence on practice & policy

Elevating profile of PBAs & 'place'

Policy holders beyond place engage around policy

Resourcing focuses on community input & feedback

Shifts in government practice

### Enabling conditions

Shared agenda & goals	Shared responsibility for change
Backbone team is bringing people together to talk & act	Structures, networks, collaborations, processes to do things differently
Strategic oversight, leadership & governance	Community priorities driving changes, engagement & inclusion
Child at centre & holistic approach	Enabling support of backbone
Trust, relationships & stability	Neighbourhood – systems level focus
Use of data, research, evidence & public knowledge	Data collection, strategic learning & sharing

Foundations	
Readiness for change	Trust between collective partners
Political will & commitment	Philanthropic & government funders
Service providers ready & willing to do things differently	Leaders & champions (community, service providers, partners)
Backbone is trusted to lead	Community movement builds

Figure 5: Summary of shared outcomes achieved since inception

### 3.3. What are the early instances of impacts for the individuals and families (micro-communities and specific cohorts)?

In line with the theory of change, it is not anticipated that population level changes and outcomes will be evident from this phase. However, the theory of change contends that at this phase we should begin to see early instances of impact on children and their families for small cohorts, individual families and/or targeted communities around investment and service innovation areas. The theory of change posits that such changes might include changes in practices or attitudes around parenting, changes in understanding of the importance of kindy etc.

The interviews with stakeholders revealed many anecdotal stories of early changes happening in Logan, and 'pockets of greatness' and 'moments of impact' were described. From the outcomes harvesting, several stories of change were verified and provide evidence of small-scale instances of impact aligned with longer-term Roadmap goals. This is a positive sign that Logan Together is on track to achieve more wide-spread change over time.

Outcomes at this level include improved engagement of certain at-risk cohorts, such as women not accessing maternity services; families with young children experiencing tenancy difficulties and instability; improved parental awareness of childhood development needs and milestones in targeted communities; early instances of improvement in kindy enrolment for small cohorts; and changes resulting from increased reach of services (such as via Access Community Hubs, the ParentsNext program, Child Health Nurses, and Foster/Kinship Carers).

Instances of early impact are summarised below:

Instances of early impact	
Better birthing outcomes and maternity health care options	Increase in kindergarten attendance for small cohorts
Improved family/parent awareness on learning readiness & enrolment	Attracting women previously not accessing maternity health care
Increased reach of services	Improved housing & stability outcomes for targeted cohort

**Figure 6: Outcomes of early instances of impact**

There are three 'golden thread' case studies profiled in this section that explore more deeply how these instances of change are being manifest.

The most significant verified example of early impacts are the positive health and birth outcomes arising from the Community Maternity and Child Health Hubs project ('Maternity Hubs'), which is attracting women from groups, which were not previously not accessing care and demonstrating positive birthing outcomes. Maternity Hubs link to the Roadmap focus areas of Ready to have kids and Good Start in Life.

**Community Maternal and Child Health Hubs  
Demonstrating early instances of impact related to antenatal care and birthing outcomes**

The new Community Maternal and Child Health Hubs are showing early instances of change in terms of supporting more at-risk women. The hubs, as an extension of existing Logan Hospital services, offer women a community-based space, which includes midwives and other health professionals, for receiving continuous care throughout their pregnancy.

As of June 2018, 169 at-risk women accessing these hubs, and 85 babies born<sup>10</sup>.

Many partners have been involved in the initiation and establishment of the hubs, including contribution and investment from the Queensland Government. Logan Together played an important support role in facilitating consultations and co-design processes with Logan women to develop a community-based maternity service model. Recurrent funding, announced in May 2017, by the Minister for Health and Ambulance Services as part of the Logan Community Health Action Plan means that the hubs' potential for reaching more at risk women will continue and/or increase.

**Roadmap alignment: 'Ready to have kids', 'Good Start in Life'**

See Annex 5a for 'golden thread' case study in full.

The second is a services innovation example evidencing early instances of impact on kindy attendance in Logan through increased parental/carer awareness in the importance of kindy and resources to aid the process of enrolment. This example demonstrates early impact as well as shifts in practice and other systemic changes. It aligns with the Roadmap goals of 'On track at 3' and 'On track at 5'.

### **Kindy Conversations**

#### **Demonstrating early instances of impact on kindergarten enrolment in small cohorts**

Since being initiated in September 2017, Kindy Conversations has resulted in a cohort of 32 service providers being trained to promote Kindy enrolment with families in Logan. The initiative instigated an estimated 500 conversations with parents and families, and since the program, there have been small-scale instances of kindy enrolments resulting from the conversations.

Significantly, these trained service providers now vouch to integrate messaging on the importance of kindy into their work and have a consistent approach developed for this practice (which many were not doing previously). The resource guide produced for Kindy Conversations has aided other networks and service providers to promote kindy enrolment. While there are multiple resources available to support transition to school, the guide combines all the information in one place in a language that is easy to understand. It also supports a common message across the community.

Kindy Conversations built on established partnerships and was catalysed and driven by the Logan Together movement. The project, including development and training, was delivered by LT backbone and Salvation Army (Communities for Children).

**Roadmap alignment: On Track at 3, and On Track at 5.**

See Annex 5b for 'golden thread' case study in full.

Third, the Sure Steps pilot is reaching very high need families and demonstrating practical outcomes, namely more housing stability for families involved in the pilot. This pilot has led to systemic changes as well as aligning with improved family wellbeing. It aligns with the Roadmap areas of 'Good start in life' and 'Family foundations'.

### **Sure Steps Pilot**

#### **Demonstrating outcomes in systemic changes and early impact for families with children 0-8 years**

The Sure Steps pilot uses the 'Family Coach' model and has wide implications for service change. The project targets families who are living in public housing in Logan, have a child under 8, and are showing early signs of tenancy difficulty. Sure Steps works holistically with all members of the household to understand their aspirations and works long-term to help them achieve their goals, and specifically targets families with high or very high need. It aligns with Logan Together Roadmap and is based on the premise of improving early childhood development to address intergenerational adversity.

This pilot differs from other funded programs in that it works on priorities identified by each family; links supports/services; combines education about parenting and child development with work on saving tenancies, and practical support to address parents' priorities; and is voluntary, engaging families not actively seeking support from the service system.

The pilot is starting to reach families experiencing vulnerability and at-risk children, and represents progress towards the Logan Together collective's goal of family foundations and effective systems. There are instances of improvements for some participants in the areas of tenancy conditions, employment, transport and access to specialist services. Changes include improved parental wellbeing of participants in domains such as mental health, daily functioning, social connections and confidence. The pilot, in the first eight months, supported 20 families, including 62 kids, with 38 aged 0-8. Twelve of the families supported overcame tenancy issues.

Logan Together collective conducted client voices and community listening activities to inform the Sure Steps design, which draws from family coaching models in the United States. It helped catalyse the initiation of the pilot. Logan Together backbone has an ongoing role beyond the start-up and plays a role in the reference group and has assisted in securing further funding for the project. This pilot contributes to the systemic changes the Logan Together collective is aiming to achieve and is an example of early impact. Future scaling out of the program has the potential to impact families who have high or very high need.

#### **Roadmap alignment: 'Good Start in Life' and 'Family Foundations'.**

See Annex 5c for 'golden thread' case study in full.

### 3.4 What systemic changes are happening because of our collaborative work?

From the theory of change the systemic changes we are expecting to see at this period include:

- Domain 1: changes in **community agency**, such as levels of participation in civic activities, community leading and directing action, and new coalitions
- Domain 2: changes in ways of working, such as between partner organisations and practitioners, and multisector/**transdisciplinary collaborations and leadership**
- Domain 3: Changes in **resource flows and utilisation**, such as service investment structures changing to enable funding for multidisciplinary projects or new funds for local, innovative solutions
- Domain 4: changes in **areas of innovation** and testing and development of new services
- Domain 5: changes in **practices, norms and service delivery models**, including Logan Together influencing practices
- Domain 6: changes in **practices and policies beyond place** that have potential to improved scaled outcomes.

The research found that Logan Together, inclusive of the backbone team, has contributed to the following systemic changes summarised in Figure 7. Below we explore the difference between what was expected and what was found, and provide examples of evidence.

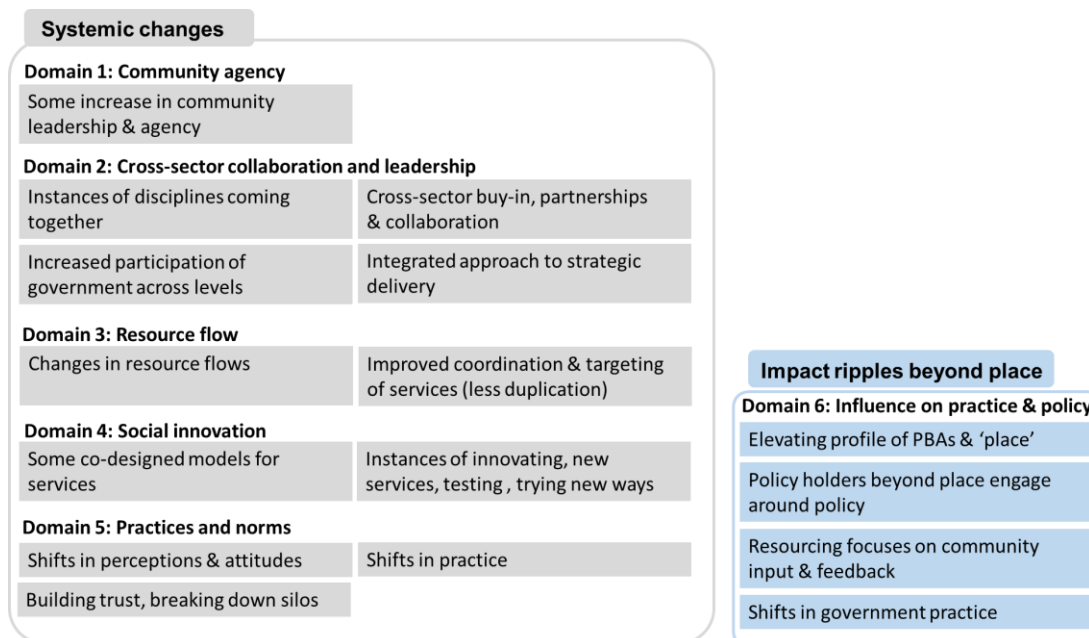


Figure 7: Domains of systemic changes and beyond place

## Domain 1: Changes in community agency (for people who live in Logan)

There was less evidence of significant shifts in community agency than with the other domains of systemic change. In this domain, we are looking for changes such as community members starting to gain skills, knowledge and confidence to lead change, and taking first steps, starting to feel empowered and having a shared vision (includes smaller cohorts at this phase).

From the examples of community agency we collected, some examples are provided below. The first is of agency and leadership at the neighbourhood level. The quote below elaborates:

*"The best example where I've seen good work in this area (community agency and capacity building) is with the Hosanna Church in Woodridge who were supported by Logan Together to drive the conversation and community agenda during the time the maternity hub site was being considered. It was a good example of community driven work. That shift with Logan Together in this conversation, would not have occurred without collective vision/ commitment."*

- Quote from community member (1)

The second example is the mix of community driven initiatives supporting and assisting young mums in Logan, including the Mums and Bubs group, support drives for new parents via as the 'goodie bag project' with the Young Parents program, and the joint Mums and Bubs and Logan Together initiative to team up to coordinate mums and bubs visiting aged care services to promote intergenerational community engagement.

In two of the projects profiled in Section 3.3, a co-design process with community has been formative to developing the new model or service, involving users of the service from the community at the beginning of the project (Annex 5a and 5b). The co-design approaches have been a way to test and explore how public knowledge and early childhood development research can be married to inform (and in some cases drive) decision-making and locally relevant innovation. While this has been a critical success factor for innovation, co-design was challenging in some respects and this has been a learning process for Logan Together partners and community. Ensuring inclusion, and that the right people are involved at the right time, and managing multiple expectations, is challenging.

## Domain 2. Leadership and cross-agency collaboration

### 2.1 Integrated approach to strategic delivery

Service delivery is beginning to be approached in a more holistic and integrated way. This involves bringing disciplines together to support families before children start school and agencies working together at a strategic and on-the-ground level (see Most Significant Change (MSC) story #3 in Annex 1). There is evidence that some services are being better coordinated and targeted to minimise duplication as a result. This includes improved funding coordination as there is better buy-in from decision makers within organisations (see MSC story #2 in Executive Summary).

There are instances where local issues have become the focal point for strategic linkages and services. One of the key opportunities created from the Maternity Hubs projects was the platform provided for academics, midwives, health advocates, government and community members to contribute to improved hospital-based maternity services and a model of care that was co-designed to be women-centred and relevant for women from diverse backgrounds.



One example of a cross-agency collaboration is the Enrol in Prep program which is focusing on 'place' at the school and neighbourhood level in order to help increase prep enrolment (see box below and Annex 5f for details). It aligns with the Roadmap focus area of 'On track at 5'.

### **Enrol in Prep Demonstrating new collaborations**

In 2017 the Enrol in Prep awareness campaign produced and distributed a suite of materials to raise awareness about enrolling in school. The materials included the Starting School Checklist, 'We Are Ready For Big School' poster, and localised postcards with contact details for schools in each local area.

The campaign materials were distributed to parents as an information source about what is needed for their children to start Prep to reduce the number of Logan children who delay starting their school year, or starting school being less prepared or settled than their peers. The campaign has resulted in new collaborations, including with corporate partners, and deepened relationships with schools on this issue. The campaign materials are a result of early community efforts (through the Woodridge North Early Years Neighbourhood Network), and the Logan Together backbone team adopting the group's Enrol in Prep collateral design, which was then aligned to Logan Together's user-friendly and community-facing co-brand, The Early Years.

There are early results indicating that at several schools less children are enrolling late (in 2017-18 enrolment period versus 2016-17), and in two schools there were less instances of parents enrolling without birth certificates, however further evidence is needed to substantiate the role and contribution of LT collective and backbone to this result via the campaign. The final suite of materials and distribution was a collaborative effort, shared across Logan Together partners.

#### **Roadmap alignment: On Track at 5**

See Annex 5f for 'golden thread' case study in full.

## **2.2 The place-based/collective impact approach is breaking down silos**

A key achievement has been the depth and breadth of buy-in for the collective model and shared agenda, including the number and diversity of philanthropic partners, the commitment from three levels of government, and the number of service providers and community organisations committed to collective action. Many respondents cited the Roadmap shared agenda and the collective model as the point of difference that is leading to new types of changes in how people work together.

Many respondents interviewed cited instances of working collaboratively as opposed to in siloes, and that this is helping to break down barriers. This includes instances of cross-sector and transdisciplinary collaborations, working together to identify gaps and ways to improve outcomes, and organisations collaborating to get to the core of the issue or challenge (not resorting to 'band-aid' solutions (see MSC#2 in Executive Summary and MSC#5 in Annex 1). The emergent and supported partnerships are also helping build trust and a safe way/platform for different perspectives to be heard (see MSC#4 and #5 for cited examples). This quote summarises this:

*"The most significant change of Logan Together is the de-siloing of organisations in isolation or cliques and bringing together the various sectors in the community, such as education, health, and community services. Logan Together has done a great job at engaging the right people across all areas/sectors..."*

- Quote from non-government organisation representative (1)

In talking about these types of changes, it is important to acknowledge that community and service providers in Logan have a long history of working together, and that services collaborating with other services has been happening since prior to Logan Together.

For some respondents, the change identified since Logan Together is that the collective impact model has created commitment to a long-term shared agenda which has shifted the practice of collaboration from alignment to more strategic collective action. The quote below describes this nuance:

*"There was definitely collaboration already happening prior to Logan Together however we were using a different rulebook so to speak; we'd say, 'you do this bit, we do that bit'. But with Logan Together, my experience of collaboration is 'what can we do together [to upset the status quo] and bring in community voice'. What this does is bring it all together and clarify the outcome we're all aiming for based on what the community says about the services they want to access, for instance. It's not okay anymore to say we can only fund or do it in this way because now the funders are part of the conversation as well."*

- Quote from non-government organisation representative (2)

The Early Years Neighbourhood Network is an example where improved networks and collaboration across services are working to improve outcomes for children and families (0-8 years old) in new and effective ways. This example is documented below (see also Annex 5e).

### Early Years Neighbourhood Network Demonstrating collaboration and breaking down of silos

Integrated networks of early childhood services are emerging in Logan and throughout the South East Region, with the aim to increase collaboration across services who work with children and families (0-8 years old). This approach involves the Department of Education and partners across other sectors and the community working together to support high quality early childhood education for children in Logan. The networks consist of a group of local schools and their connecting early learning services, and may have the support of Early Years Coaches. Within Logan, 7 Early Years Neighbourhood Networks have been either formed or strengthened. Networks have broadened their membership, gained new resources for activities, and in three instances, secured early childhood coaches who focus on building capacity in the educational sector. Together, the strengthened networks have run several well-received events for parents. The networks are enabling service providers to share challenges and move towards more holistic and joined-up services so that all children receive the services they need regardless of where they attend school. This initiative is the core focus for the Department of Education to strengthen transitions between schools and early childhood services and builds upon existing networks started before Logan Together collective. The Logan Together backbone has been one of many stakeholders contributing to a catalysing and enabling role; supporting the work; assisting with funding applications; and bringing accessible data to the table.

#### Roadmap alignment: On Track at 5 and Effective Systems.

See Annex 5e for 'golden thread' case study in full.

### Domain 3: Shifts in resource flows and efficient use of government funding

We expect that outcomes in this domain will happen over the medium to long-term. Therefore the types of changes we expect to see at this phase include the early steps towards this goal, such as seeing an increased attention on and understanding about resource flows and examples of people taking some action towards improving and optimising how resources are utilised. This may be at the planning stage or through starting to explore contract arrangements and to better support new investment flows in the future or the joining up of funding to allow for multidisciplinary projects.

There are a number of examples of such changes since Logan Together. We found that there are new conversations happening between partners that demonstrate a growing awareness, interest and prioritisation of looking at funding; some partners are exploring pilot projects around a commissioning for outcomes approach (where investment is directed towards achieving outcomes in a service or program area); there are examples of multiple agencies combining resources for projects; the Maternity Hubs project has involved converting existing hospital resources into growing the model of care developed; and options for repurposing or leveraging funding in a number of projects are in the consultation phase. More generally, project examples that demonstrate a shift for resource flow include Early Years Neighbourhood Network and Sure Steps (which sees funders investing in innovation beyond 'business as usual' and a recognition of the importance of funding continuity to allow innovations to thrive).

Partners have started looking at resourcing flows going into Logan, and in sub areas, and exploring how to do things differently around resource flows, such as via Queensland Government contributions.

*"Previously funding was not well linked up between levels of government and funding cycles were not in sync. This led to quite a degree of competitiveness and organisations being inward looking and seeing themselves alone as the solution. The linking up of the three levels of government has helped change people's focus and their view of Logan, so that we are now more outward looking, and considering where the gaps in service delivery may be and who can best meet them, and how we could work together."*

*-Excerpt from MSC#6 in Annex 1*

Importantly, the Department of Communities, Disability Services and Seniors commissioned CSIA to develop industry-led advice regarding options for service redesign, and investment realignment to improve client outcomes. The initiative (publication pending) focused on options to improve outcomes for children and families in one Logan suburb. The Queensland Public Service Commission undertook a companion project (publication pending) focussed on the capability and capacity building required to enable Queensland Government agencies to implement the reforms proposed via the industry-led work. These two sets of advice lay important foundations for future investment reform activities.

Queensland Government has prioritised aligning relevant policy, program and service investment against the Roadmap lifecourse areas to better articulate the Government contribution and to support efficiencies (see golden thread case study in Annex 5d). What has been essential as part of this change is service delivery providers and funders are participating in the same conversations, and closer relationships between government and providers are being formed that may lead to increased efficiency of government funding.

*"The most important part is more efficient and better use of government funds in service delivery. Because of Logan Together collective, it's a more streamlined use of government funding, and there is more confidence that funding is being better coordinated and targeted towards addressing specific needs."*

*- Quote from Local Government Representative (1)*

#### **Domain 4: Innovation: testing and creation of new services**

Logan Together partners are implementing at least 5 projects and trials, demonstrating practice, service and/or social innovation that have been created to contribute towards the shared agenda. The impetus for trying new things is the recognition that "non-traditional" ways of planning, problem solving and funding are no longer sufficient. The projects are showing early results and local level outcomes.

Across these innovation projects, changes are being seen in service responses, shifts in practice, and practitioners trying new things within the scope of their operating environment. Changes for this domain are evidenced in the golden thread case studies – the Maternity Hubs, Early Years Neighbourhood Network, Enrol in Prep, Kindy Conversations, and Sure Steps (see Annex 5).

The Sure Steps program summarised in Section 3.3 is demonstrative of such changes for this domain also (Annex 5c). For this project, Logan Together are partnering with YFS and the Department of Housing and Public Works to trial a "Family Coach" model through the new Sure Steps program. It provides an example of a small-scale test initiative pilot that proposed a new way of working with families living in

public housing who have a child under eight years of age, in response to system impediments including service fragmentation, access difficulties, low levels of service engagement, social stigma around accessing services etc. This quote below describes this further:

*"The most significant change was that the Department of Housing was prepared to focus on a project broader than homelessness and housing [by funding] Sure Steps. Due to the Logan Together agenda, the department was prepared to trial something new regarding tenancy problems and well-being of children and families who were the tenants. Sure Steps now has funding for another 2 years...Sure Steps works with families differently than the traditional way government usually funds. So that's a change in that we're trialing something new, using evidence (not just on a whim) and evaluating (for the first year)."*

– Quote from non-government organisation representative (3)

In this innovation, Logan Together partners are leading the trials, and the backbone team has played a supporting role. In some of the projects the backbone has been a catalyst, enabler and/or provided support, which has included the convening of meetings, bringing stakeholders together, providing project-related assistance during the co-design and trial phases, and assistance with securing funding.

Another innovative service response to improve outcomes under the shared agenda is the *Sticking Together* pilot being delivered by SYC Ltd on behalf of the Queensland Department of Employment, Small Business and Training. *Sticking Together* delivers intensive coaching and mentoring support for 60 weeks for 30 unemployed or recently unemployed young people in Logan.

## Domain 5: Changes in practices, norms and service delivery

Changes in this domain include shifting perceptions, attitudes and practice aligned with the shared purpose of improving early childhood development outcomes, and thinking in terms of lifecourse when mapping childhood trajectories (see MSC story #5 and #9 in Annex 1).

A number of respondents referred to instances where changes in attitudes have led to people starting to share accountability and responsibility for childhood goals, and how Logan Together has played a role in this. The quote below describes this further.



*"There is no institution about child development or kids growing up well. We did not have a shared commitment to these broader goals, that is, child wellbeing... We actually built -- while imperfect, constantly changing and sometimes precarious -- a way to act collectively for long-term and promote things that are working."*

-Quote from Backbone team member (1)

The role of Logan Together in raising the profile and elevating the messaging of the early years in Logan has been significant. This quote highlights the reach and outcomes related to these activities:

*"Logan Together has played a role in that part of it by elevating the importance of the early year's messaging. What this does for schools is they are now interested in what the kinder attendance rates are, and we're talking to them about joint professional development, transition to school etc. The outcomes so far have been an increase in kindergarten attendance in Logan, an increase in number of neighbourhood networks established, and an increase in number of partners (health practitioners) that are willing to change their service delivery model and commit to working together in a place-based approach."* -Quote from State Government stakeholder(2)

Logan Together has been promoting this focus through their marketing/publicity, community conversations, media events, data, networking and projects. For an example, see Annex 5e that cites a case where principals and deputy principals are having increased engagement in the early years through the Early Years Neighbourhood Network.

There is also evidence of shifts in practice and changes to service delivery. The Kindy Conversations (introduced in Section 3.3 and outlined in Annex 5b) is a good example of Logan Together influencing practices and services. For the majority of participating service providers, Kindy Conversations has involved the adoption of a new activity that aligns and contributes to the Roadmap goal of Ready for School as the promotion and support of kindy enrolment with Logan families — which was previously not part of their service provider role or activities. These service providers now vouch to integrate messaging on the importance of kinder into their work, which they were not doing previously.

### **Domain 6: Influence on practices and policy beyond place**

Part of Logan Together's Framework for Action is focused on influencing policy and systems through political, government, and media engagement, and the backbone team has been leading this.

Beyond Logan ('place'), impact ripples can be seen that extend into community and government spheres. Logan Together is part of a national movement that has elevated the conversation around 'collective impact' and has strategically built up its profile as one of Australia's leading exemplars that other communities and practitioners are using to inform practice and investment in place-based approaches.

Logan Together has also contributed to changes within state and federal government, and has played a role towards shifts in practice and policy positions to respond to place-based need. The box below details this outcome (see Annex 5d for full case).

#### Focus and investment on place

#### Demonstrating impact ripples beyond Logan, including influence on practices and policy

Logan Together (LT) has contributed to building momentum for an increased focus on 'place' as part of a wider movement towards place-based approaches (PBAs). This momentum has resulted in some shifts in government practice (across levels) and helped inform national and state-based policy as indicated by the joint investment by state and federal governments and contributions by local government, in LT and the general prioritisation of PBAs.

More specifically, the Queensland Government has prioritised aligning relevant policy, program and service investment against the Roadmap lifecourse areas to better articulate the Government contribution and support efficiencies. Shifts in practice, including how the Queensland Government approaches community engagement and partnership relations around contribution planning have also occurred.

LT and key government champions have played a contributing role in promoting these shifts, catalysing and supporting change via advocacy work across and within, all levels of government. LT also contributed towards the elevation of an enduring conversation about 'place' to a wide range of stakeholders, and had been an important informant helping to shape government thinking and direction on PBAs.

#### Roadmap alignment: 'Effective systems'

See Annex 5d for 'golden thread' case study in full.

### 3.5. What have we learnt across Logan Together about the collective impact model and the critical conditions for systemic change?

#### Critical conditions and enablers for change through collective action

*"it's like building the plane while flying it"* (Stakeholder quote during the reflection workshop)

A number of critical conditions and enablers for change were identified from the data collected. Below is a list of factors that have worked well or that have been critical for Logan Together outcomes. They offer broader learning about collective impact delivery models and conditions. The critical conditions and enablers for change included:

- A 'burning platform', where there is need, drive and readiness for change
- The community buy into the campaign agenda and goals
- Trust, connections and relationships based on mutual respect
- Champions in government (across 3 levels), industry, NGO sectors, philanthropy
- Diverse partnerships and inclusion of 'unlikely suspects'



- A simple, but shared/agreed vision and agenda
- A strong backbone to provide the leadership and capabilities necessary to support, drive when needed, facilitate and organise community conversations, and embed sustainability
- Coordination mechanisms across government agencies
- Seed funding ahead of wider resourcing commitment (in case of Logan Together this was from philanthropy)
- Capacity and support for people working in this context to embrace complexity and ambiguity, and be prepared to work 'in the grey'
- Transparency in reporting back to community about issues, projects, and results
- Strategic learning as a key driver, and this involves adopting an "open source" (shared learning) mindset, and supporting a learning culture wherein it is okay to get things wrong as long as you learn.

A few of the key enablers are discussed below.

### **The place-based approach and collective impact model**

The place-based approach has enabled the collective to have a shared agenda and commitment to act differently and strategically for people within a defined geographic community. It has provided a model and theory for how the community could come together to make a case which could be turned into action. Linked to the model, is adaptive learning which provides the opportunity for joint professional development and capacity building and allows people to reflect and learn along the way and to evolve different ways of working together. An important corollary of a collective approach is trust and stability for the necessary networks and relationships.

### **Community priorities driving change**

One of the critical success factors is community engagement, wherein community priorities are driving change and there is a shift away from a top-down approach. Part of this success factor is the valuing of the family's voice, needs and priorities, and the use approaches that are strengths-based and holistic. One anecdotal observation made by one respondent is that when the conversation is about making a difference in a child's life, there is more community interest. As a result of this approach, people close to the families and children are being included in designing solutions.

### **Shared agenda**

Having a shared goal and agenda - focusing on the child - has created alignment and brought a diverse range of stakeholders together. Through the shared agenda, Logan Together partners have developed a shared commitment to childhood well-being, where prior to Logan Together stakeholders focused more on particular program or funding outputs and outcomes. The Roadmap is one of many ways Logan Together has been working to create the enabling conditions for change over the three years of implementation. The early work on building a shared agenda also involved building the capacity to respond and act in support of a long-term strategic plan to improve the outcome for kids.

*"One of the key drivers that we consider has made a significant difference since Logan Together inception has been the development of the Roadmap. It communicates the shared vision, pulls together the data and evidence, helps everyone get on board and shows how different people and organisations can play a role, as well as where to hit the targets. It is clear and people love it. We know that for government, it has been an incredibly influential tool. It is now a sophisticated and incredibly powerful single communication for LT, and has been useful for garnering energy. It also guides the infrastructure for change and the design and delivering of contributing projects."* –

Quote from State Government representative (2)

## The backbone team and structure

The work of a backbone structure and team is complex. The roles played in accelerating change can be challenging to articulate as, by design, their work is largely behind the scenes. The findings demonstrate that the backbone has been foundational to the work and outcomes achieved to date, and has played an important role in convening and facilitating collaboration between partners. In some instances this has been considered to have accelerated change such as in the Maternity Hub project. They have also been instrumental for achieving key enabling outcomes such as the Roadmap development and refinement and the extent of stakeholder buy-in, which the evidence indicates would have been unlikely to be achieved without the backbone.

*"For me, the Logan Together change that is actually the most significant has been the creating of the enabling conditions for change. It is the framework and driving force that Logan Together has created to bring everyone in the sector to work together to contribute to the shared outcomes...A big part of this is about the coordinating of the higher levels such as the CEOs, services, government and getting buy in, including external parties to engage with them and make them want to be part of it. This drive towards common goals has been led by a particular team and you couldn't get this without a core group of drivers who have resourcing to do this."*

- Excerpt from MSC #2 in Executive Summary

*"By initiating these conversations, Logan Together connected individuals/organisations who were operating within their own context for a greater cause. I see Logan Together (backbone team) as a magnet that attracted all these individual voices with similar hopes and dreams, providing them a platform to work together. ..."*

- Excerpt from MSC #4 in Annex1

The backbone plays a catalyst and support role, contributing towards building the enabling conditions of change and this directly supports the collective action. This includes but is not limited to:

- Clearly articulating the case for change
- Driving the momentum for effective systems to support change
- Providing strategic oversight, structure and process for collaboration
- Connecting community members and organisations for collective action, and bringing people together around the necessary conversations
- Championing and supporting data informed decision making and sharing of evidence.

## Evidence-based approach

Many of the foundational activities, including planning and strategic decision-making, have demonstrated an evidence-based approach, and this is based on Logan Together's commitment to utilise public knowledge, data, research and policy. This has been an enabler as effective use of data and evidence has galvanised and legitimated action especially when data is shared and applied across existing siloes. The research generated about Logan has been compelling and brought new understanding of the community context that has enabled and driven action.

Working in parallel to this is the commitment to strategic learning that underpins action also.

*"Logan Together started off with 'big bang' approach of planning and strategy for long-term across lots of places, and we needed to shift this as it didn't work. We have learned that systems change takes 'intensive iterative processes'. Feeding and seeding things on the ground with policy makers, putting effort into policy makers, people in the middle, NGOs. Then this starts intersecting and start to see ripples from little pebbles. Then with confidence start throwing rocks."*

- Quote from backbone team member (2)

## Challenges and barriers to the collective impact effort

*"You've got silo organisations in a massive community and you've got to bring also those silos together, so that everyone is eating the grain from the one silo. Trying to make all that work can be really hard. Each party has got their own funding guidelines and what they are required to do for the state or federal government."*

– Quote from non-government organisation representative (4)

The challenges identified for Logan Together establishment and implementation included:

- the continued work needed to engage community at deeper levels and create genuine means for diverse and ongoing participation and growing capacity across the collective
- working with micro-communities without abandoning the big picture
- understanding and clarifying the role partners play in achieving shared outcomes, so clear and accurate contribution claims are made and relationships sustained or strengthened
- establishing and embedding commitment to measurement, evaluation and strategic learning; and overcoming any systemic barriers impacting on the capturing/sharing/applying of knowledge gathered
- aligning measurement expectations and processes to meet the needs across the collective
- addressing system re-engineering
- "change fatigue".

Moving forward, the **high priority** issues to address are as follows – as a shared responsibility (identified and prioritised at the reflection workshop with stakeholders):

- i. Inclusion, engagement and trust: particularly engagement with community members most likely to benefit from Logan Together organisational service community representatives, representation from Aboriginal and/or Torres Strait Islander communities and CALD families; and working to improve relationships between professionals and residents, as these have long-term implications for the effectiveness and sustainability of the project. The two quotes below are provided to give insight into stakeholder responses on this issue.

*"We're not just tokens. We have knowledge and intelligence in the social service sector and our culture and community"*  
–Quote from cultural leader (1)

*"We're on the verge of getting a whole lot of transdisciplinary support aligned with some common goals, but we're not there yet. We've got it started, and we have eagerness and readiness but we don't have enough people committed that are actually doing something different. That's the momentum we need next."*

-Excerpt MSC #3 in Annex 1

- ii. The way we work: working to clarify how Logan Together works, particularly at the level of service providers. The flip side of 'acting fast and learning as we go' is that sometimes this may have negative or harmful implications for relationships, individuals or the project, so it is important to manage risks and processes. Working towards managing the competition that can happen within a collective dynamic is also important to address through continued relationship building and mutual trust. Also raised was the question of how to keep political engagement and collective momentum so as to outlast electoral cycles.
- iii. Governance: working out who are the 'right' people to have at the table. A potential issue is over-governance.

**Medium-priority** issues include increasing understanding of the Logan Together agenda; stakeholders sometimes not being clear on how activities connect; how Logan Together works with government agencies, especially the larger departments such as health and education.

## 4. Progress towards shared outcomes

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### Summary

Progress has been achieved by the backbone and the collective as a whole, and Logan Together continues to mature and transition out of its initial establishment phase ('initial years'). Logan Together has clearly contributed to systemic changes and early instances of impact on families, kids, and parents that align with the Roadmap and the theory of change. The backbone team has played a catalyst and enabling role.

Logan Together has demonstrated good progress across a number of the critical outcome domains and levels of relevance for this type and phase of initiative, and given the resources and time invested. Logan Together has established a strong foundation and shared agenda via the development of its Roadmap and wide partnership base, and in its initial years of delivery is achieving community and systems level outcomes.

Logan Together is to be commended for its progress on its shared agenda, and in the domain of social innovation, where promising results and early instances of change for families, children and parents were evidenced for a number of strategic and tactical projects led by government and non-government partner organisations involved in Logan Together.

In reflecting on the initial years of the initiative, overall, stakeholders cited the most significant change since Logan Together's inception is the way people are working together and collaborating (in ways not previously done), and having the shared agenda to guide and measure action (the Roadmap).

Community leadership and agency, while on track, is an area for continued improvement.

In accordance with the theory of change, the outcomes achieved to date are significant as they are the anticipated intermediate steps and conditions necessary for large-scale collaborative action and longer-term change. Logan Together is an ambitious and long-term undertaking, and the achievements and progress findings in this report need to be viewed in this light.

Despite some shortcomings, Logan Together is considered to emulate the process and progress expected of this type of place-based design at this phase of implementation (end of its third year).

### 4.1. To what extent has Logan Together made progress toward shared outcomes since its inception?

In the first three years of delivery, Logan Together has contributed to a suite of significant outcomes that demonstrate progress towards delivering the Roadmap and longer-term goals. While as expected there were some shortcomings and areas for continued improvement, overall Logan Together is considered to emulate the process and progress expected of this type of place-based design at this phase of implementation, given the resources and time invested. This assessment is based on tracking and evaluation of progress across a number of domains of change relevant for this phase of Logan Together and measuring these against agreed rubrics, and the theory of change. Figure 8 below shows progress across these domains of change for Logan Together since inception.

According to Logan Together's theory of change, and informed by Place-based Evaluation Framework guidelines, we are expecting to see changes in systemic conditions and systems context (the policies, programs, service design and contracting arrangements) and early impacts on children, families and

communities (levels 3-5 of the theory of change). This is verified by the data collected, and from the progress assessment in a number of domains of change.

Strong progress has been made in the domain of social and service innovation, and this includes Logan Together trialling new projects and models, involving community input in the design phase and adaptive learning. Community leadership and agency, while on track, is an area for continued improvement. See Figure 8. In three years, Logan Together has set up and harnessed the foundations for the collective impact approach and has shown good results towards creating the enabling conditions for change. It has refined a shared agenda for the collective approach and tools to support the vision, such as the Roadmap 2.0 and framework for action. While many supporting structures are in place, such as the governance and reporting mechanisms, further development and refinement will be needed as the initiative evolves.

Progress has been driven by many passionate people. Logan Together collective and the backbone team have both played roles in contributing to the shared outcomes achieved to date – and these contributions are somewhat distinct. The collective has largely contributed to the systemic changes and early instances of impact evidenced. This has been achieved through the work of many to establish and strengthen collaborative partnerships that serve the shared Roadmap goals and through learning and experimenting with different ways of working and structuring programs, networks, projects and decision-making. The backbone team has played a key enabling and/or catalysing role for the collective work. This has included working with partners to build the case for change, harnessing the foundational conditions and community movement present prior to Logan Together, galvanising and maintaining interest and commitment to shared action toward Roadmap goals, catalysing new initiatives, and enabling and capacity building activities undertaken by partners to support collective action (beyond only service delivery alignment) and community engagement.

It is important to note that there are issues and challenges facing Logan Together, and have been past shortcomings. While these are not profiled in detail in this report, they are also part of the broader story of Logan Together's journey. Section 3.5 provides a brief summary of the challenges and issues identified from the research.

Logan Together is transitioning into the middle years of its place-based Collective Impact journey. This judgment is supported by interview data and learnings from international PBA literature. This transition may take 12-18 months as Logan Together scales up implementation and community agency as part of the maturity process.

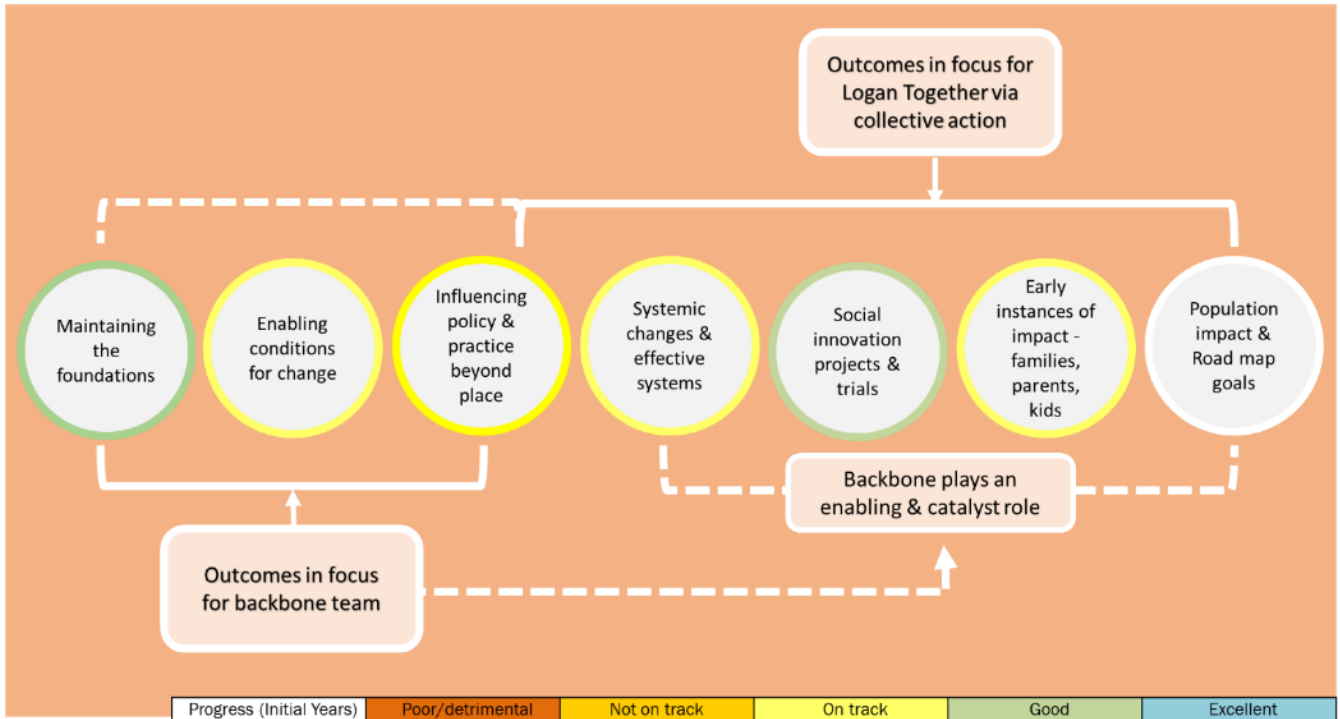


Figure 8: Progress for domains of change

#### 4.1.1 Progress on early instances of change

Progress has been made towards the shared outcomes aligned with the Roadmap. Early instances of change have been evidenced relating to several priority domains for children and their families:

- 'Good start in life'
- 'Ready to have kids'
- 'On Track at 3'
- 'On Track at 5'
- 'Family Foundations'.

While still in their early stages, there are small-scale changes such as improved access to antenatal care; improved health status at birth; increased access to early childhood education; and improved social and emotional wellbeing for families.

The most significant example of early impact is from the Maternity Hubs project. The early impact has a high significance because it addresses the misalignment between existing maternity services and the diverse community needs in Logan. It has attracted at-risk women during pregnancy not previously accessing services as well as led to maternity health outcomes. Importantly, the project was also informed by community through the co-design as well as working at multiple points and parts of the system. The quote below discusses the significance of this project.



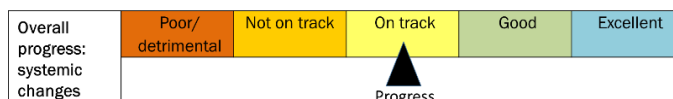
*"It is our first visible symbol of something where we have applied the collective impact model. We consulted widely with the community, with women who had given birth, those who intended to have children, and with those who had not had a voice. It was a very difficult project as there were a lot of entrenched interests from all parties and it was a complex process. However, we have achieved it."*

– Excerpt from MSC #1 in Executive Summary

Logan Together has played a supportive role in this work and has helped accelerate its progress.

In the three golden thread case studies demonstrating early impact are of medium-high significance given the phase of the initiative and because of the importance of outcomes at the community and systems level. See Annexes 5a, 5b, and 5c for full case studies.

#### 4.1.2 Progress on systemic changes



Overall this evaluation found Logan Together to be on track in the work towards systemic change outcomes, and achievements and performance have been demonstrated in each domain against the theory of change.

Assessment against the rubrics was conducted in the domains of community leadership and agency; resource flows and services innovation (see Methodology in Annex 4). This served the secondary purpose of 'testing' some of the tools from the Logan Together Monitoring, Evaluation and Learning Plan for agreed domains of interest. Visual ratings from these assessments are included.

#### Community leadership and agency



Progress has been made in building leadership and community agency for people living in Logan ('for community by community'). There is evidence that people living in the community are willing to be involved in the movement, and there are examples of new collaborations driven by community forming, and community members driving the change agenda in some neighbourhoods.

While changes in this domain are evident, the extent and levels of community agency and leadership are moderate. The structures for participation and leadership are still not in place in all situations to enable wide involvement, and there are gaps that need to be addressed in terms of representation and inclusiveness particularly at the community level. Further work is needed to ensure community members most likely to benefit are fully engaged in Logan Together, as well as increased inclusion of Aboriginal and Torres Strait Islander and CALD community members. Some evidence suggests that the 'right' people may be 'at the table', however are not yet fully empowered and are still disempowered.

Logan Together continues in its process of maturing in this domain and has more work to do to achieve deep and diverse community connection and engagement in the movement. This aspect is considered to be 'on track', and a priority area for the next phase.

## Progress for resource flows

Resource flows	Poor/detrimental	Not on track	On track	Good	Excellent
	▲ Progress				

Logan Together is on track in the domain of resourcing flows and looking for better utilisation.

Documented outcomes included examples of investment and resource utilisation beginning to change or being explored and work being undertaken to understand the priority areas of where investment bottlenecks exist. Key people are considering resource optimisation, and there are conversations and early action (being led by various members of the Logan Together collective) looking to do things differently around resource flows. There is a dedicated focus on how Queensland Government investment aligns to the Roadmap, which is laying the groundwork for improved investment alignment and efficiencies as a result.

However, with the amount of resourcing and collaboration across Logan Together increasing, more work needs to be done to maintain momentum in order to arrive at a cohesive investment plan for the service system.

## Practices/Services/Social innovation

Services innovation	Poor/detrimental	Not on track	On track	Good	Excellent
	▲ Progress				

The domain of services and social innovation has made good progress with some clear examples, but not yet widespread.

There are committed service champions advocating and organising for service improvement, based on listening to community needs. Some non-government organisations and agencies in the sector are actively collaborating and planning around a shared vision and outcomes. There is evidence that innovative projects are being planned and implemented (such as Maternity hubs) and that these are showing positive results. The projects demonstrate different approaches to services, leadership and partnership collaboration (see Annex 5d Focus on Place), and of practitioners trying new things within the scope of their operating environment (such as Sure Steps).

## 4.2. Significance of findings

The findings are significant as they demonstrate that early changes and outcomes are happening in Logan as a result of Logan Together.

There is evidence of 'early wins' and outcomes that align with the Roadmap focus areas.

The findings give insight into the intermediate outcomes being achieved through the collective impact delivery model. They contain measured progress for how Logan Together is tracking ahead of emerging evidence of the anticipated longer-term population level changes.



In some cases, changes have been achieved that are unlikely to otherwise have happened with the same scale and impact (as in the case of Kindy Conversations) and in other cases Logan Together has advanced the progress of outcomes (supporting and/or accelerating project processes and partnership building).

There is evidence of results emerging from Logan Together's strategy of tackling issues at multiple intervention points within the system, as is the case for the Maternity Hubs project. This is significant as it has been the first major strategic project implemented, and has become a good learning case about the principles and enablers.

Logan Together has been effective at harnessing the input of hundreds of people to align and collaborate around a shared agenda, in ways that were not happening prior to the initiative. While Logan Together arose from a strong foundation of community and service delivery collaboration, the articulated shared vision and the bringing together of data and research on early childhood for practitioners, decision-makers, community members, policy makers to access – would not have happened without the collective impact approach and partnerships, and the backbone team.

In reflecting on the initial years of the Logan Together, overall, stakeholders cited the most significant change to be the way people are working together and collaborating (in ways not previously done), and having the shared agenda (Roadmap) developed to guide and measure action.

The findings are also significant as the methodology for the progress study demonstrates an application of the Place-based Evaluation Framework for measuring collective impact and place-based delivery approaches against a theory of change and 'testing' tools for evaluating intermediate outcomes as proposed in the draft Logan Together Monitoring, Evaluation and Learning Plan.

## 5. Addressing challenges - key areas for strengthening to remain on track

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This section lists a series of 'next steps' that have been developed by Clear Horizon based on the findings, which includes priorities identified by stakeholders during the progress study and the challenges identified.

The first two items make recommendations in areas already focused on by Logan Together, and are included as affirmation that continued work in these areas is important. Recommendations 2-4 are phase relevant, and while work is being done by Logan Together in these areas, the scale, focus and nature of activities will need to shift as the collective matures. For example, there will be a shift from building a shared agenda to embedding a shared agenda and keeping momentum. The final recommendations 5-6 are areas of action on Logan Together's agenda, that have not yet been adopted and/or implemented and are relevant for the next phase of the initiative.

The items listed below cover both the implementation and evaluation of the initiative, and are the shared responsibility of Logan Together partners. Key areas for strengthening in order for Logan Together to remain on track are as follows:

### **1. Scale and resource community engagement and empowerment**

To maximise the outcomes achieved through community engagement and participation, Logan Together partners and the backbone team need to scale and resource community engagement and empowerment by:

- Increasing engagement with families and community members (particularly with those who would benefit the most from Logan Together and/or who are experiencing vulnerability) to inform the ongoing work of the collective
- Deepening engagement with Aboriginal and Torres Strait Islander community members along with other cultural groups (such as via a tailored plan for how Aboriginal and/or Torres Strait Islander community members are going to be involved in meaningful ways as well as to meet the needs of the culturally diverse communities of Logan)
- Securing and allocating the necessary resources to undertake this time-intensive work
- Developing a consistent methodology and tools for empowerment agents to increase the utility of community listening/community voice data
- Ensuring regular touchpoints with communities and service providers (that include small-scale and rich connection opportunities)
- Working with service delivery partners to explore opportunities to promote client empowerment and/or improve service delivery methods for empowerment, to better leverage existing contact between service providers and community to enrich and empower families as part of standard service delivery
- Broadening out the inclusion of community beyond the service delivery system.

### **2. Continue to refine and/or refresh governance and collaboration structures**

To ensure collaboration and governance structures ensure accountability and are streamlined for efficiency by:

- Periodically refreshing collaboration structures and processes to ensure they meet emerging needs and continue to drive change as the initiative matures and evolves
- Creating clearer and more streamlined reporting/accountability lines/expectations
- Balancing relational elements of the movement with more formalised decision and governance structures
- Exploring establishment of community interest subgroups for Chapters, around particular passions or issues/focus areas for micro-communities/specific cohorts.

### **3. Continue to work to mobilise collaborations and build a sense of shared outcomes**

To move fully into the 'middle' years of the progress journey, Logan Together needs to continue to mobilise collaborators and embed a culture of shared outcomes by:

- Keeping Logan 'children' at the heart of the process
- Sustaining momentum in collaboration across agencies including via timely and transparent communication about the initiative
- Continuing to seek diverse opinions and building consensus, and creating safe spaces for discussion of the movement
- Scoping, and facilitating input and capability building for a broader range of stakeholder groups
- Continuing to develop a shared language, i.e. what do we mean by 'systems change' and what and who is involved
- Keeping an equity focus for decisions and actions, such as using locally relevant and disaggregated data to identify strategies and targeting actions for priority cohorts/populations
- Aligning messaging so that the Logan Together universal message is contextualised to suit geographic areas, and social and cultural needs (between service providers and LT) to create 'mini' shared agendas and work around common issues and datasets
- Celebrating immediate and intermediate successes, as systemic and population changes take time.

### **4. Focus on scaling out and up**

Logan Together will need to scale up implementation as part of the maturity process by:

- Continuing to evolve the Roadmap and actions to deliver against the goals
- Rationalising the working groups/chapters
- Avoiding trying to do too much too fast ('meteoric pilot projects'); keep focused, ensure some preliminary end-user engagement and assess impacts on the way
- Responding to current interest in 'micro-communities' (suburbs/locales within broader community) and investigate the role that they play in creating change
- Pushing for scaling up and out of tested initiatives, such as for the Maternity Hubs and other gateways, to increase number of people or communities impacted within Logan
- Reviewing the composition and role of leadership tables to ensure that they are appropriately constituted to support emergent needs and adaptive implementation

- Reviewing reporting and engagement with broader government processes so that core reporting tools enable the efficient and accurate sharing of learnings from Logan to inform broader agendas
- Building processes and skills around managing cycles of innovation and using them to inform and guide activity as the sites move into the next phase of their work.

### **5. Implement integrated Monitoring, Evaluation and Learning (MEL)**

As Logan Together moves out of establishment phase, it needs to adopt and operationalise an integrated MEL and strengthen its evaluation capability by:

- Allocating sufficient resources for implementation of proposed MEL plan, or prioritising components of the MEL plan for immediate implementation
- Keeping momentum and engagement with those who have been involved in the MEL co-design process
- Determining an appropriate governance structure to have joint oversight and accountability of the MEL implementation
- Dedicating time and resources for evaluation capacity building across the collective
- Maximising learning and adaption by focusing more strongly on, and involving more people in, strategic learning
- Prioritising the development of a 'culture of learning' so that open and honest reflection and discussion about what needs to work become embedded
- Creating a shared data group across the relevant organisations
- Treating contribution analysis of collective and backbone team as separate
- Continuing to streamline/manage reporting between governance and evaluation needs
- Valuing and collecting data at the community and systems level (not just at the population level)
- Collecting and sharing family-level stories of change (including behaviour change and for targeted micro-communities)
- Continuing the important work for data linkages, such as with government (child safety, education and health etc.).

### **6. Progress work on development of the Sunset strategy**

To develop and implement long-term plans for sustaining the movement (beyond the life of the backbone team and structures):

- Enhancing the capability of others to be community and sector leaders
- Identify long-term partnerships that will support the ongoing collaboration and data/measurement programs
- Develop strategies to embed backbone team functions in other parts of the collective to share responsibility and as part of the sunset strategy
- Explore opportunities to embed (where appropriate) place-based collective impact approaches as 'business as usual' which are resourced via core business investment from across service systems.

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## Glossary

Term	Definition <sup>5</sup>
Activity	A distinct effort of an entity undertaken to achieve a specific result. A purpose (that is, the objectives, functions or role of an entity, against which entities undertake activities) may be achieved through a single activity or multiple activities. Alternatively, an activity may make a contribution to multiple purposes (Commonwealth of Australia, 2015: 49, 52). Activities are conducted to bring a change in a situation or behaviour that is expected to contribute to outcomes. For example, incentives scheme advertised, workshops run, awareness raising.
Assumptions	Hypotheses about factors or risks which could affect the progress or success of an intervention.
Attribution	<p>When assessing <i>attribution</i>, we are attempting to determine if the program <i>caused</i> the observed outcomes. Attribution implies causation and involves drawing conclusions about the relationship between observed changes, whether anticipated or not for specific interventions.</p> <p>Some questions posed for addressing attribution might be:</p> <ul style="list-style-type: none"> <li>• Are the results attributable to the program?</li> <li>• Are the outcomes of interest changing as a result of the program?</li> <li>• Did the program cause the outcome of interest?</li> </ul>
Backbone organisation/ team	A defining feature of the Collective Impact approach is the role of a backbone organisation – a separate organisation dedicated to coordinating and supporting the various dimensions and collaborators involved. Supporting backbone infrastructure is essential to ensuring the collaborative effort maintains momentum and facilitates impact across PBAs. For further information see: <a href="http://www.collaborationforimpact.com/collective-impact/the-backbone-organisation/">http://www.collaborationforimpact.com/collective-impact/the-backbone-organisation/</a>
Backbone structure	For Logan Together, in addition to the backbone team there is a circle of ‘champions’ contributing to driving the initiative, referred to in this document more generally as ‘backbone structure’. The backbone structure plays a role of convening, facilitating and catalysing the PBA -- a supportive function for the initiative that directly contributes to aligning activities, learning and measurement systems, and mobilisation of people and resourcing across multiple stakeholder groups.
Baseline study	Information collected before or at the start of an activity that provides a basis for monitoring the difference made by that activity (Commonwealth of Australia, 2015: 47). Analysis of the situation prior to an intervention/initiative/program, and then after, can be used to measure and assess progress.
Broader goals	Are long-term goals that the program outcomes are expected to contribute towards (it is acknowledged that many other factors and programs are also contributing to these broader goals) (at the same level as a program’s vision). Broader goals often refer to social, economic or environmental consequences, for example, ‘improved water quality’.

<sup>5</sup> The majority of definitions are sources from the Place-based Evaluation Framework. Citation reference within is Commonwealth of Australia. (2015). *Resource Management Guide (RMG) No. 131: Developing good performance information*. Sourced from: <https://www.finance.gov.au/sites/default/files/RMG%20131%20Developing%20good%20performance%20information.pdf>

Term	Definition <sup>5</sup>
CALD	Culturally and linguistically diverse (CALD) is a broad and inclusive descriptor for communities with diverse language, ethnic background, nationality, dress, traditions, food, societal structures, art and religion characteristics. This term is used broadly and often synonymously with the term 'ethnic communities'.
Champion	In this report, this term champion refers to individuals within the Logan Together collective who have voluntarily become change advocates to advance the adoption, implementation and success of the Logan Together shared vision (which may or may not arise from, or link to, their involvement in Logan Together via a professional role or organisational association). This cohort involves non-government and government stakeholders who are dedicated to 'championing' the collective cause and may support governance, the backbone structure or individual projects.
Collective impact	<p>At the more complex end of the spectrum of PBAs is the collaborative organisational approach of collective impact (CI). Collective Impact is only one of many approaches used for place-based initiatives. More than just a new way of collaborating, CI is a progressive, staged approach to problem solving that requires multiple organisations from different sectors to align with a shared agenda and mutually reinforcing activities. Collaboration for Impact (CFI, 2018) define CI as:</p> <p><i>A strategy to tackle deeply entrenched and complex social problems. It is an innovative and structured approach to making collaboration work across government, business, philanthropy, non-profit organisations and community members to achieve significant and lasting social change.</i></p> <p>One distinguishing feature of collective impact from other collaborations or partnerships is the backbone organisation with dedicated staff whose role is to help participating organisations shift from acting alone to working together (CFI, 2018).</p>
Contribution	<p>Assessing <i>contribution</i> involves determining if the program contributed to or helped to cause the observed outcomes. Questions related to contribution are:</p> <ul style="list-style-type: none"> <li>• Did the program contribute to the outcomes of interest?</li> <li>• Is there evidence that the program helped to achieve or was part of what caused the outcomes of interest?</li> </ul>
Ecosystem	Noted in the context of the "Logan Together ecosystem", in this report the term refers to the collective of Logan Together partners in conjunction with the service systems, external conditions, and environment (such as policy, funding climate, community context), in which they interact with.
Effectiveness	The extent to which an initiative or project meets its intended outputs and/or objectives; and/or the extent to which a difference is made. At the level of the purpose described in an entity's corporate strategy for example, it is the extent to which the purpose is fulfilled and provides the benefits intended. At the level of an activity, it is the extent to which it makes the intended contribution towards a specific purpose (Commonwealth of Australia, 2015: 48).
Efficiency	The extent to which activities, outputs and/or the desired outcomes are achieved with the lowest possible use of resources. For 'economic efficiency' for example, an activity is most efficient when the unit cost (e.g. in terms of dollars spent or human resources committed) of delivering an output (e.g. a service) at a given quality is a minimum (Commonwealth of Australia, 2015: 48).
Immediate outcomes and outputs	Any immediate changes or tangible products that are a direct result of the activities.

Term	Definition <sup>5</sup>
Impact	The ultimate difference or net benefit made by an intervention (usually longer term). It refers to measures of change that result from the outputs being completed and outcomes being achieved. Compared to the combined outcome of activities contributing to a purpose, impacts are measured over the longer term and in a broader societal context (Commonwealth of Australia, 2015: 49).
Intermediary organisation	An intermediary organisation is an organisation whose mission is to support and enable the conditions for systems change. This often involves them providing capacity building support to local backbones and helping convene and catalyse broader coalitions for change. They support multiple PBAs. Some provide funding, and some do not. May also be referred to as 'boundary organisations'.
Micro-place	Refers to the locales or suburbs within a broader geographic area or 'place'. Sometimes in the PBA field the term 'micro-communities' is similarly used, and describes distinct communities within a wider geographic place-based 'community'.
Monitoring	Monitoring is the ongoing process of collecting routine data, usually internally, to track progress with previously identified activities and outputs.
Movement building	Movement building is one of the stated purposes of the MEL strategy. By movement – we refer to the collective group of partners, funders and community members involved in delivering Logan Together. The idea is that results from evaluation if positive can demonstrate what is being achieved in Logan together, as well as pointing out continued challenges. Both types of evidence may encourage others to join the effort. Participatory evaluation approaches can also encourage partnership development and be a vehicle for strengthening collaboration and shared commitment.
Place-based approach (PBA)	Collaborative, long-term approaches to build thriving communities delivered in a defined geographic location. This approach is ideally characterised by partnering and shared design, shared stewardship, and shared accountability for outcomes and impacts.
Qualitative	Information or observations that emphasises narrative rather than numbers. Qualitative inquiry involves capturing and interpreting the characteristics of something to reveal its larger meaning. This can involve tapping into experiences of stakeholders through observations, interviews, focus groups and analysis of documents (Commonwealth of Australia, 2015: 50).
Quantitative	Information represented numerically, including as a number (count), grade, rank, score or proportion. Examples are standardised test scores, average age, the number of grants during a period or the number of clients (Commonwealth of Australia, 2015: 50).
Reporting	To give a spoken or written account of something that one has observed, heard, done, or investigated.
Roadmap (Logan Together)	The Roadmap is the organising framework for the collective's shared vision and population level outcomes measurement for Logan Together and illustrates the intermediate outcomes relevant to 'key transitional phases' in the child's development. The pathway is organised by age or stage, namely: preconception; pre-birth; ages 0-1; ages 1-3; ages 3-5; and ages 5-8. <a href="http://logantogether.org.au/the-roadmap/">http://logantogether.org.au/the-roadmap/</a>
Rubric	An attempt to communicate expectations of quality around a task. In many cases, scoring rubrics are used to define consistent criteria for grading or scoring. Rubrics allow all stakeholders to see the evaluation criteria (which can often be complex and subjective).

Term	Definition <sup>5</sup>
Scorecard (Logan Together)	A performance reporting summary (including data visualisation) with 'moment in time' results/performance against prioritised shared measurement targets and indicators, including Roadmap goals. See online version at: <a href="http://logantgether.org.au/results/">http://logantgether.org.au/results/</a>
Summative evaluation	Refers to evaluation to inform decisions about continuing, terminating or expanding a program. It is often conducted after a program is completed (or well underway) to present an assessment to an external audience. Although summative evaluation generally reports when the program has been running long enough to produce results, it should be initiated during the program design phase. Summative evaluations often use outcome evaluation and economic evaluation, but could use process evaluation, especially where there are concerns or risks around program processes
Systems	Systems are composed of multiple components of different types, both tangible and intangible. They include, for example people, resources and services as well relationships, values and perceptions. Systems exist in an environment, have boundaries, exhibit behaviours and are made up of both interdependent and connect parts, causes and effects. Social systems are often complex and involve intractable, or 'complex' problems.
Theory of change	An explicit theory of how the intervention causes the intended or observed outcomes. The theory includes hypothesised links between (a) the intervention requirements and activities, and (b) the expected outcomes. Theory of change is often used interchangeably with program theory.

## Annex 1: Most Significant Change (MSC) stories

Included here are 4 selected MSC stories. The first story below describes the way people are changing the way they work, and the increased attention being given to early childhood wellbeing.

### Change story #3: Valuing the early years

*I work for the education department in the southeast region, which includes Logan. I have been in this region for five years, and my team works in the 0-8 year old space, in regulation and quality improvement. We have been involved in Logan Together (LT) as some aspects of our responsibility aligns with their Roadmap.*

*The most significant change is Logan Together bringing everybody to value the importance of early years. They have done this through marketing, events, publicity and data; listening to the community and setting up the imperatives for people to work together; and setting up the governance (though going forward this probably needs to pull back as it's too complex). They have created the conditions for readiness.*

*Historically, the role of ECEC (Early Childhood Education and Care) within region was to regulate services, and approve, monitor and assess services. As the regulator, we didn't play a significant role "before the school gate" in improving quality. Some people still believe the government's role should only be to regulate services. There has been a significant shift in attitudes of many, who now believe the department should play a key role in improving quality in the early years.*

*There has been a significant shift in my role. When I visited some schools five years ago and asked to talk about how they engaged with children and families 'before the school gate', i.e. how they connect with kindergarten down the road, they would have gone, 'nah we will wait till they arrive here at school' or 'not my job, not my role'. Many principals only wanted to talk about whether it would improve the enrolments at their school. Now it's about how do we ensure that the kids are adjusting to school well and are on track developmentally. Five years ago that conversation would never have happened. Logan Together has played a role in that part of it by elevating the importance of the early year's messaging. What this does for schools is they are now interested in what the kindy attendance rates are, and we're talking to them about joint professional development, transition to school etc.*

*The outcomes so far have been an increase in kindergarten attendance in Logan, an increase in number of neighbourhood networks established, and an increase in number of partners (health practitioners) that are willing to change their service delivery model and commit to working together in a place-based approach. We're on the verge of getting a whole lot of transdisciplinary support aligned with some common goals, but we're not there yet. We've got it started, and we have eagerness and readiness but we don't have enough people committed that are actually doing something different. That's the momentum we need next.*

*This work of valuing is significant. The health partners are now planning to deliver services differently in key communities in Logan. I believe the constant messaging, discussions and meetings facilitated by Logan Together has contributed to Health partners thinking about different service delivery models in vulnerable communities.*

*This is very important for us because by having health and other agencies working together to work towards outcomes at a local place (not Logan – down to neighbourhood) we are more likely to achieve results in Queensland. If we put intensive support into three neighbourhoods and get that right, with health, NGOs, family support in those three intensive early adoption sites, then we are more likely to get an outcome to get a population shift. We have partners talking about wanting to commit. What will be needed to maintain the momentum is clarity around who does that bit of work in getting commitment from other agencies, and clarification around Logan Together backbone's role in this, in order to avoid duplication of efforts and making sure that the celebration and wins are shared amongst all the partners.*



This change story gives an example of the process and outcomes of mobilisation that has created the necessary conversations and conditions for change.

## **Change story #4: Building momentum**

*My organisation has been heavily involved with Logan Together from the beginning and continues to remain involved. My personal involvement has been more recent to assist in the implementation of one of the agreed programs developed by Logan Together. A program concept had been developed but lacked detail, funding and final endorsement from key partners. My role was to facilitate the progression of the program ensuring its outcomes met the needs of the community, relevant organisations and remained true to the program philosophy.*

*The most significant change Logan Together has facilitated has been enabling conversation and conditions for change in the context of the project I was involved with.*

*While the process was imperfect, the conversations and partnerships mobilised by Logan Together resulted in more opportunity and choice for the women of Logan in how and where they received their care before, during and after pregnancy.*

*By initiating these conversations, Logan Together connected individuals/organisations who were operating within their own context for a greater cause. I see Logan Together (backbone team) as a magnet that attracted all these individual voices with similar hopes and dreams, providing them a platform to work together.*

*As mentioned the process was imperfect. Logan Together was a new organisation still finding itself, and at the same time working in a diverse, complex community, on a number of complex and emotional issues.*

*As a result, not all parts of the community felt included in the conversation, and at times there was a disconnect between perceptions, understandings and expectations, and feelings of disempowerment. There was not a good understanding of how other sectors worked or of the constraints others worked in.*

*Nevertheless, the conversation led to the development and implementation of a model of care which is well supported by the community and is already producing positive outcomes.*

*It is also really pleasing to see Logan Together reflecting on their process, and continually improving how they operate so they can continue to produce fantastic outcomes for the community.*

*What the process of mobilisation has done, which wouldn't have happened without Logan Together, is to show us we can do things differently.*

*Our engagement with the community and with other sectors in this space has vastly improved, and there is a better understanding of other perspectives.*

*Eventually we would have got to where we are, but Logan Together pooling those voices together and challenging the status quo has stimulated a quicker change.*

This most significant change story below discusses the outcome of breaking down 'silos' and the significance of the shift toward the whole of life span and 'child-at-the-centre' approach.

### **Change story #5: It takes a village to raise a child**

*I've worked in the early years services for some time, and my personal involvement with Logan Together (LT) has varied over the years, including being part of some of the Chapters and networks. My background and passion is in early childhood and so the child has always been at the centre of everything that I do and what we should do.*

*I wanted to raise the quote that it takes a village to raise a child as I believe this is an important adage when talking about what the Logan Together collective is doing. We are talking about building the village, building that community.*

*The most significant change is that LT is not just trying to put a band-aid on and fix something but is getting to the core of it and working together to resolve the real issues and barriers. We've gone out there and we've heard what the issues and gaps are. For example, the programs we have now have stemmed from this knowledge, and the maternity hub is great example of this work. It has stemmed from this need in the community. I feel we still have a way to go, but we are starting on that foot and are reinvesting back into the community. We are trying to holistically work together rather than just in silos of disciplines as well. For example, health is working with other disciplines and other services; we're not working in silos. We are trying to learn that language and knowledge within ourselves as professionals and organisations so that families also have that sense of language as well. So, I think that the biggest change is that collaboration between disciplines and services.*

*Before Logan Together, there wasn't as much work around capacity building. I think with this collective we are trying to start at the beginning. We are trying to work together to engage families, carers, the community and those that can make a difference and are the right people to engage with. There are a lot of place-based services, but what does this mean for families and children and how do they access them?*

*The change has been that we're looking at the whole life span, if you're looking at making a difference in one part of the life it is going to make a difference. We've got all this research and information, and for us putting it into action is actually the really most important thing and it is really valuable and it's really exciting to do that.*

*Also, if people are doing the same work or other organisations doing the same thing we are not making the most valuable use of our time or our resources. Examples of the transdisciplinary collaboration include health with education, social services and community coming together, housing working with other community organisations. I think it's bringing them together. We sometimes have different agendas and funding streams, and are trying to be creative in how we can bring those funding streams together in order to do the same work.*

*This is most significant because I have seen in other services and regions how it can work better and you can do more for the child, and work with the family as well. You have to engage them and build their capacity. Supporting the children to thrive is key. So for me, the change is also supporting the children to be on track to support the continuity of their life.*

This story recounts the significance of Logan Together catalysing and securing the involvement of all levels of government in collective impact and systems change work.

### **Change story #6: Three levels**

*I've been working in Logan since 2012. I was a community action leader and worked closely with the government action leader on the "Better Futures, Local Solutions" project. We took a very active collective impact approach to this work and I guess this could be seen as the pre-cursor to Logan Together. I am now a program manager for a large organisation and our involvement with Logan Together (LT) is as a facilitating partner, not as a service provider. I have been involved with Logan Together since its inception, have a close relationship with the backbone, involved in a number of LT projects, have provided some funding for some LT projects and am currently a member of the CSLT.*

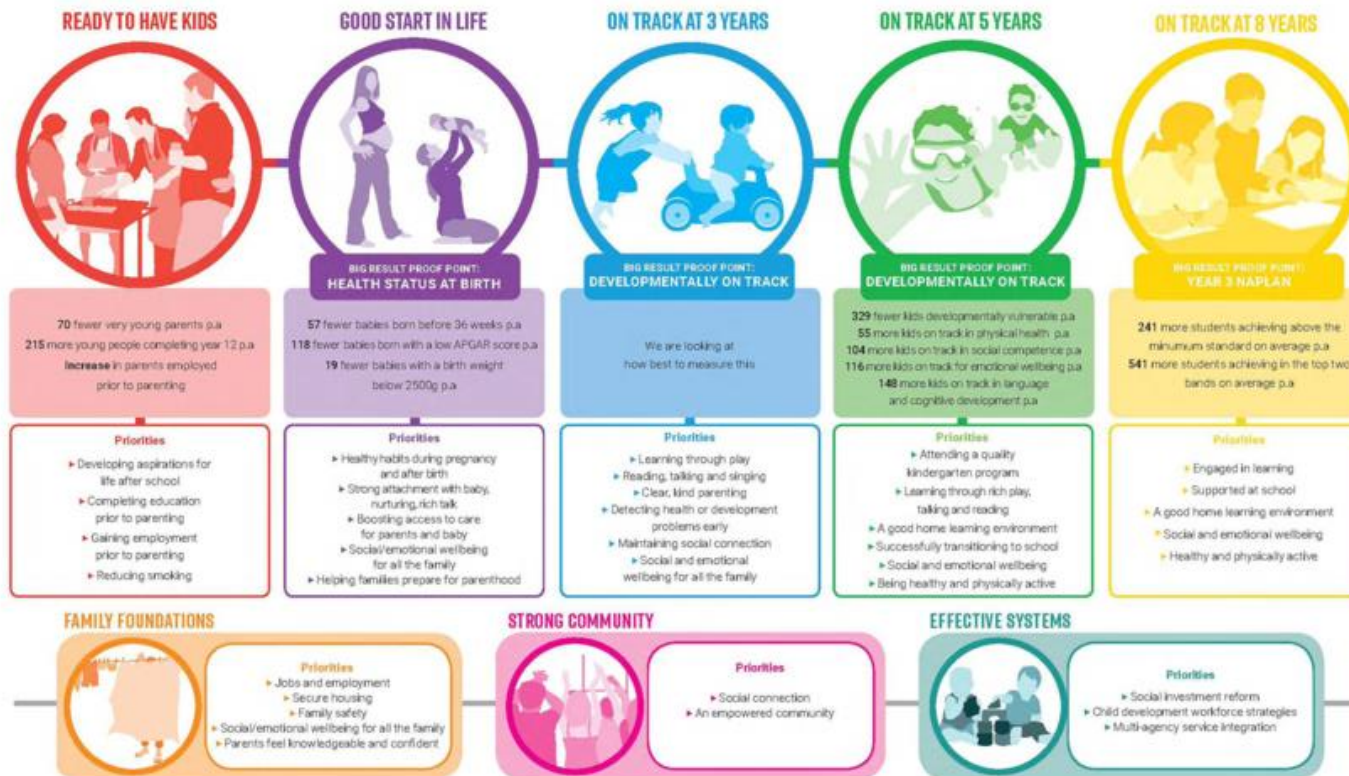
*There are two most significant changes that I can describe. One, from my perspective, is the success of Logan Together working across all three levels of government. This has been largely due to Matthew (CEO of LT) being freed up to work strategically and do the high level negotiating required. He's done this at the highest levels and across several election cycles, resulting in a significant investment of funds for Logan Together. This has provided a big profile for LT and the collective impact approach. Logan could be described as a "pilot capital" of Australia. There is a lot of funding, and it is siloed and competitive. Previously funding was not well linked up between levels of government and funding cycles were not in sync. This led to quite a degree of competitiveness and organisations being inward looking and seeing themselves alone as the solution.*

*The linking up of the three levels of government has helped change people's focus and their view of Logan, so that we are now more outward looking, and considering where the gaps in service delivery may be and who can best meet them, and how we could work together.*

*Another significant change is the work around evaluation and evidence use in terms of measuring success- the MEL work. Logan Together has pulled together a lot of data. But we don't just look at data for data's sake, but drill down to ask what it is telling us and what do we need to concentrate on. We can look at data intelligently and see differences in different geographical areas/communities for example, and this can be used (by government) to customise an initiative and not just produce a broad tender that may not be useful across all of the geographical areas. Originally, we were not that good at using the data/evidence to tell the story. We are now getting more savvy and asking for better MEL, as well as it is being expected more from government. Our organisation has a high level of confidence that the MEL work of Logan Together will be done well and will allow Logan Together to tell the success of its story to government, and we hope this will have an influence not just in how we do these initiatives across Australia but also internationally.*

# Annex 2: Logan Together Roadmap

## OUR ROADMAP: THE 10-YEAR PLAN TO HELP 5,000 MORE LOGAN KIDS THRIVE BY AGE 8



Logan Together is all of us. Go to [logantogether.org.au](http://logantogether.org.au) to find out more.



Source: <http://logantogether.org.au/wp-content/uploads/2018/02/roadmap-on-a-page.pdf>

## Annex 3: Theory of change (sourced from Draft MEL Strategy)

<b>Population impact</b>	To help 5,000 more children thrive by age 8 (See Roadmap and Monitoring, Evaluation and Learning Strategy for full details)
<b>Instances of impact</b>	Instances of impact on children and their families (specific cohorts and/or micro communities) The results from the Roadmap priorities and lifecourse domains are reflected in outcomes for specific cohorts and/or micro communities e.g.: <ul style="list-style-type: none"> <li>• improved access to antenatal care</li> <li>• families better prepared for parenthood</li> <li>• improved health status at birth</li> <li>• increased access to quality early childhood education</li> <li>• improved social and emotional wellbeing for families</li> <li>• healthy development outcomes at 3, 5 and 8 years of age.</li> </ul>

Systemic changes in our community	Category/ heading	For community by community (Community rising together)	Leadership	Resources	Social innovation	Practices	Impact ripples
	Outcome statements	Act and solve together  Leaders from community and other sectors emerge  Leverage neighbourhood networks  Pool together  Strong advocacy	Strategic and shared (cross-sector)  Decision making uses evidence  Big picture thinking  Governance has common ground, and/or shared vision and outcomes  Trans-disciplinary collaboration based on diverse views	Invest differently (not funding silos) e.g. funding and proposals for multidisciplinary projects  Mixed and sustainable resourcing (government & philanthropy)  Strategic resourcing that allows you to look beyond your own discipline and focus on a relationship with the community  Better flow of resources (right resources at the right time)	Rapid learning and adaptation through feedback loops among frontline, decision makers, users and government partners  Changes from new projects: maternity hubs, neighbourhood networks, kindy enrolments, better access to services	User-centred approach  Shared focus  Increased coordination  Looks at people holistically	Policy changes propel scale-out  e.g. policy conversations within the Queensland and Australian Governments

Enablers for change	Category/ heading	Community priorities direct action	Decision making or leadership/governance	Learning culture	Build capacity	Policy pathway
	Outcome statements	<p>Community directs shared activities</p> <p>Community direct investment</p> <p>Right people are at the table</p> <p>Strong trusting relationships</p> <p>Engagement caters for and respects diversity</p>	<p>Clear decision making that balances risk</p> <p>Sufficiently resourced backbone convenes and catalyses systemic changes</p> <p>Responsive to community needs</p> <p>Good communication</p> <p>Movement building</p>	<p>We learn together</p> <p>An integrated learning culture: Formal and informal channels and through relationships</p> <p>We learn by doing</p> <p>Using data through research and lived experience to understand 'place', what works, and what is needed</p> <p>Evidence built about what works</p>	<p>Building relationships through mentoring and coaching</p> <p>Increased ownership across community</p> <p>Formal and informal channels</p>	<p>Policy holders beyond place commit to improvement</p> <p>Policy holders beyond place engage around policy</p> <p>Resourcing focused on community relationships</p> <p>Getting people to ask the right questions</p>

Conditions/ Foundations for the collective	Category/ heading	'Community' readiness	Funders	Service providers and partners	Backbone
	Outcome statements	<p>Includes the will, ability and resources for the community ecosystem of individuals and organisations (e.g. families and children)</p> <p>Community wants change</p> <p>Commitment to do things differently</p> <p>Emerging community champions</p> <p>Trust and readiness</p>	<p>(philanthropic and government)</p> <p>Agile and adaptive funders and initiators</p> <p>Committed to the movement over the long-term</p> <p>Share control</p> <p>Political will and commitment</p> <p>Flexible investment</p>	<p>(includes non-government organisation and government service providers, businesses, schools etc.)</p> <p>Commitment to do things differently</p> <p>Emerging leadership and champions</p> <p>Trust and readiness</p>	<p>Trusted group to lead</p> <p>Generates movement and brings people together</p> <p>Well resourced</p> <p>Impartial</p>



## Annex 4: Methodology for progress report

### Background

For complex and cross-sectoral initiatives such as Logan Together there is no 'one size fits all' solution for progress measurement. The methodology devised for the progress report follows the recommended approach of the Place-based Evaluation Framework to measure Logan Together's progressive outcomes in the short and medium term, ahead of longer-term population level results.

For Logan Together, in its third year ('the initial years') of implementation, population level changes for children 0-8 years old are not expected. For this progress study focus has been placed on intermediate outcomes - those enabling and systemic changes that are emerging in accordance to the theory of change and any early instances of impact for families and children. In the main body of this report, Figure 1 illustrates the expected outcomes across time for place-based approaches generally, and shows Logan Together's current position for this phase.

Another way to visualise this is via this concept cube for evaluating place-based approaches (Figure 9). We are including it as background for the Logan Together evaluation context to help set reasonable expectations for the domains of change anticipated for the 'Initial Years'.

The cube shows the four basic levels of change (grey side); the phases of a PBA initiative in number of years (yellow side); and the different key evaluation criteria that may be important to cover (orange side). Against this cube, the progress study covers the initial years (0-3), and the key evaluation criteria of change and learnings.

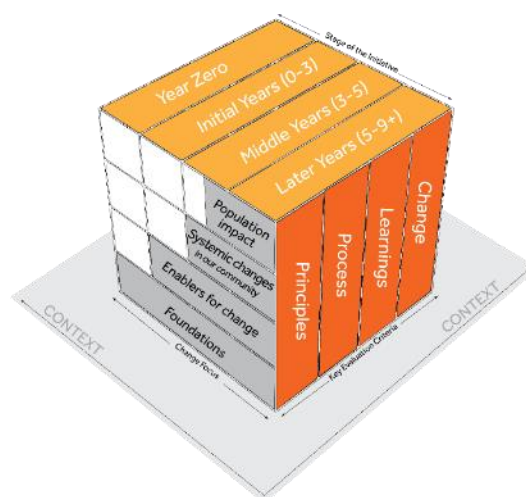


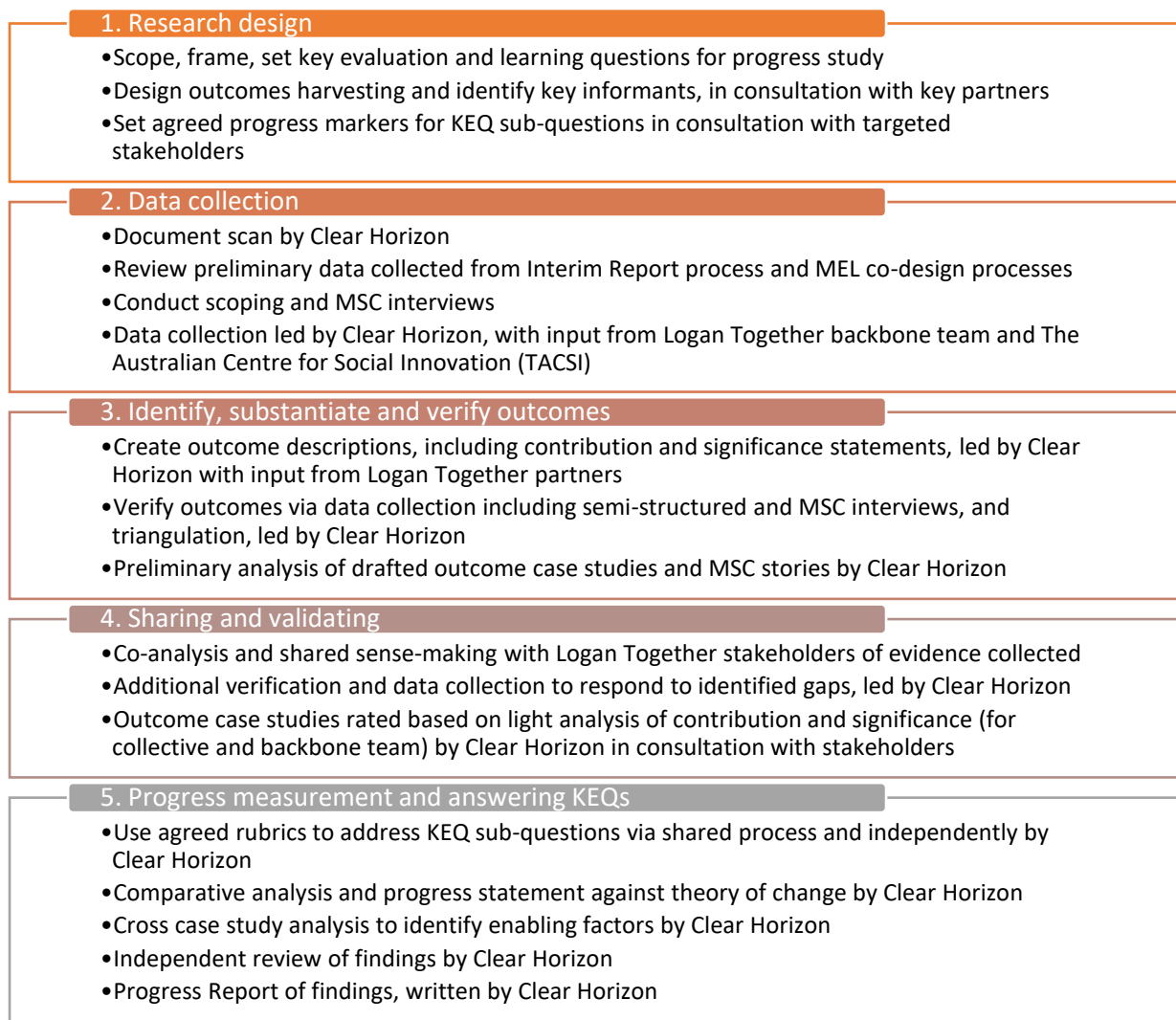
Figure 9: Concept cube for evaluating place-based approaches (source: Place-based Evaluation Framework)

### Research process and approach

The progress study and report is the first deliverable of the draft Logan Together Monitoring, Evaluation and Learning Strategy and Plan. It was also used as an opportunity to test several of the methods and tools contained in the strategy, such as outcomes harvesting, Most Significant Change (MSC), progress measurement rubrics and reflection workshops.

The progress study methodology was designed to generate findings for the key evaluation questions (KEQs) summarised in Section 1.5 and is based on a modified outcomes harvesting approach. Figure 10 outlines the iterative steps of the research process. This involved a broad-scale sweep of all outcomes that may have happened across Logan Together, followed up with verification and light contribution analysis of the role of Logan Together (both for the collective and backbone team). Methods used included the Most Significant Change technique, semi-structured interviews, a documentation scan, and progress measurement at a reflection workshop and using rubric tools.





**Figure 10: Research phases for the methodology**

The methodology also aligns with the Logan Together MEL strategy and plan, and has been informed by scoping with the Department of Communities, Disabilities Services and Seniors (DCDSS), Department of Social Services (DSS), and Logan Together backbone team. The methodology for this report, including which KEQs were in scope, were vetted and approved via the Place-based Evaluation Working Group prior to data collection. Return on investment and a value for money focus were agreed as out of scope for this phase.

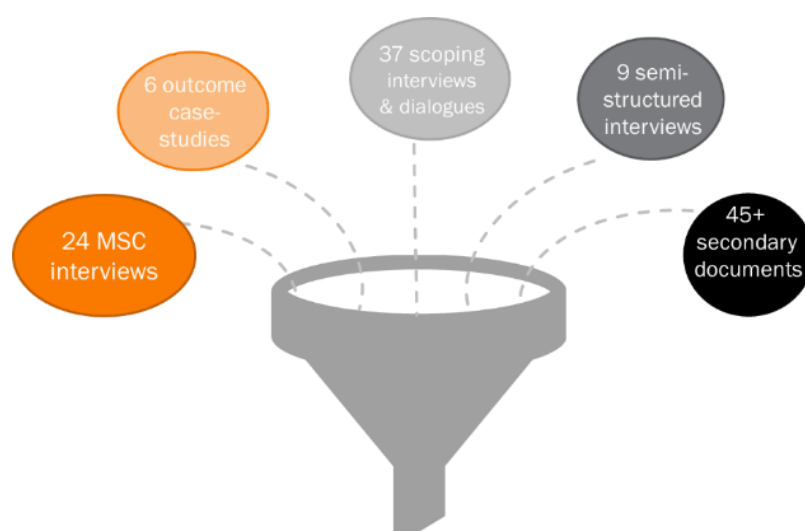
Participatory approaches were used to involve stakeholders in the research, such as through co-analysis and reflection. The methodology also provided an opportunity to ‘test’ and apply several of the methods in the MEL plan, including some capability building with the backbone team. Independent analysis and collation of final findings for the progress report were conducted by Clear Horizon.

## Data collection and analysis

The data collection for this report has been primarily conducted by Clear Horizon, and also uses data sourced by TACSI (The Australian Centre for Social Innovation) and the Logan Together backbone team. During this process, Clear Horizon worked closely with the Logan Together backbone team and partners for data collection and analysis.

In total, 60 'unique' individual participants (Logan Together stakeholders) were involved in the progress study as research participants (see 'Who participated?' in this annex for details). Data was collected via 33 interviews (using Most Significant Change and semi-structured techniques), and 37 informal dialogues and scoping interviews with Logan Together stakeholders (see Figure 11).

Through the document scan, we reviewed over 45 reports and sources from the public domain, internal documentation from the Queensland Government and Logan Together backbone team, news media, and online multimedia and social media content. A data audit on the data collected and used by Logan Together to date was also completed.



**Figure 11: Data sources utilised for the progress study**

The majority of the semi-structured interviews and MSC stories were conducted by telephone and were 30-60 minutes in duration. The scoping interviews and informal dialogues were predominantly conducted face-to-face and served a dual purpose, as part the data collection for the Monitoring, Evaluation and Learning (MEL) co-design process that was implemented in parallel to the progress study. The MSC stories included in the report were transcribed from the interview process (as close to verbatim as possible), and verified and edited by respondents before use.

The data collection produced a suite of 18 Most Significant Change stories and 6 'golden thread' case studies (see Annex 5), as well as vast raw data. Document and thematic analysis techniques were used to identify key domains of progress, and data was triangulated using interviews and cross-sector data sources (see 'Progress measurement' in this annex for details).

A reflection workshop was held on 3<sup>rd</sup> September 2018 with 23 Logan Together stakeholders to co-analyse the data and evidence collected. The workshop involved a process for shared sense-making

and progress judgements against agreed rubrics and key evaluation questions. Co-analysis with the backbone team also produced the progress timeline included in this report.

A summary of methods and participation is provided below:

Methods	Details	Numbers
Document scan	Reports/evaluations, published strategic documents, internal planning and reporting documentation	45+ documents
Semi-structured interviews with key informants	30-60 minutes, predominantly phone	9 respondents
Scoping interviews for MEL co-design	30-60 minutes, predominantly face-to-face	24 respondents
Most Significant Change interviews	30-45 minute interviews, predominantly by phone	25 respondents
Informal dialogues and consultation	Face-to-face meetings and informal feedback collection	Approx. 13
Reflection workshop	5.5 hour workshop, predominantly data analysis, verification and some data collection	23 participants

### Who participated?

The 60 'unique' research participants included representatives from non-government organisations, including service providers; community and cultural leaders and residents from Logan; local, state and federal governments and philanthropic agencies; Logan Together governance groups including the Cross Sector Leadership Table; academic and research partners; the Community Services Industry Alliance; and subject matter experts. Some participants represented multiple stakeholder cohorts due to the multiple roles they play in Logan Together. For example, a participant may be involved in the research in a professional role, however is also a community leader and/or a Logan resident.

The research participants included representatives from the following Logan Together stakeholder groups:

- Non-government organisations and entities, including service providers (22)
- Community and cultural leaders and residents from Logan (5 minimum)<sup>6</sup>
- Local, state and federal government agencies (14)<sup>7</sup>
- Philanthropic organisations (2)
- Logan Together backbone team (8)
- Academic, research partners, and/or subject matter experts (9)

During the scoping for the study it was agreed with stakeholders that respondents would remain de-identified as much as possible, which was important during the shared analysis and reflection process, and has been carried through to the final presentation of findings.

<sup>6</sup> At least 5 known representatives from other stakeholder groups that were primarily involved through their professional role are residents of Logan. Exact figure is not known.

<sup>7</sup> Includes representatives from Department of Social Services, Department of Communities, Disability Services, and Seniors, Logan City Council, Queensland Department of Education, and Metro South Health.

## Progress measurement

In order to understand and assess Logan Together progress, we undertook a process of clarifying the phase-relevant, expected outcomes in the short, medium and long-term of Logan Together. In particular, based on the current phase of Logan Together, priority was placed on understanding intermediate outcomes (see Place-based Evaluation Framework for background theory).

To identify the intermediate outcomes, a theory of change (ToC) was developed with stakeholders. The theory of change maps the community-level and systemic changes that Logan Together sees as important to shift in order to create the necessary and conducive conditions for achieving the early childhood development goals set out in the [Roadmap](#) (see Annex 2). Combined, the Roadmap and theory of change provide a framework of shared outcomes.

In order to address the key evaluation questions of the progress report, a judgement about progress was required, based on the extent to which Logan Together is on track toward achieving shared outcomes for this phase of the initiative. Three performance rubrics were created as tools for progress measurement that we developed and refined in consultation with 14 stakeholders. While the rubrics need further work and development, they were adequate in their early iteration to help stakeholders make an assessment of progress across 3 key change domains. The performance rubric defined what success would look like in September 2018 and June 2020, with regard to systemic changes, engagement, partnership and learning.

In addition, thematic analysis techniques were used to identify key domains of progress across the outcome claims verified, and these were mapped and comparatively analysed against Logan Together's theory of change, and the global theory of change within the Place-based Evaluation Framework more generally. Comparing against phase-relevant (mid-level) theory of change helped define what types of outcomes are accepted as reasonable for this phase of the initiative.

The rubrics developed and used with stakeholders are included below. These will need to be further developed and refined for future rounds of use based on wider consultation.

## Domain 1: Rubric for changes in leadership and community agency, 2018 and 2020

	2018	2020
Good-excellent progress	<p>People living and working in the community are:</p> <ul style="list-style-type: none"> <li>• sharing knowledge and skills and feel confident in their ability to lead change</li> <li>• beginning to take responsibility (3-6 individuals)</li> <li>• willing and capable of experimenting with new ideas</li> <li>• talking about and learning from what has worked and what hasn't to inform action</li> <li>• beginning to form collaborations/partnerships (at least 3 groups)</li> <li>• most of the right people are at the table, are actively at the table and feel empowered.</li> </ul>	<p>People living and working in the community:</p> <ul style="list-style-type: none"> <li>• have the skills, knowledge and confidence to lead their own ventures/change – and at least 3 new collaborations/partnerships are established and self-run</li> <li>• are taking responsibility and feel empowered</li> <li>• have a risk appetite and are experimenting with new ideas</li> <li>• talk openly and learn about what has worked and what hasn't, and transfer real-time learning into action</li> <li>• informed by 'experts' when required</li> <li>• feel a shared identity</li> <li>• the right people are 'at the table' with a mandate/ability to make/influence decisions</li> </ul> <p>And there</p> <ul style="list-style-type: none"> <li>• is a supportive authorising environment.</li> <li>• is shared leadership/shared power with participatory and transparent governance arrangements.</li> <li>• are clear shifts in power sharing.</li> </ul>
On track	<p>People living and working in the community are:</p> <ul style="list-style-type: none"> <li>• willing to be involved but structures are not fully in place to support them in all situations</li> <li>• beginning to gain the skills, knowledge and confidence to lead change, and are taking first steps</li> <li>• starting to feel empowered and have a shared vision (may be smaller cohorts)</li> <li>• active around the table but may feel disempowered</li> <li>• planning to set up new collaborations.</li> </ul>	<p>People living and working in the community are:</p> <ul style="list-style-type: none"> <li>• sharing knowledge and skills and feel confident in their ability to lead change</li> <li>• beginning to take responsibility (3-6 individuals)</li> <li>• willing and capable of experimenting with new ideas</li> <li>• talking about and learning from what has worked and what hasn't, to inform action</li> <li>• beginning to form effective collaborations (at least 3 groups).</li> <li>• active at the table and feel empowered.</li> </ul>
<b>Bar or hard hurdle</b>		
Not on track	<ul style="list-style-type: none"> <li>• No or little willingness to be involved</li> <li>• Access is there but not promoted</li> </ul>	<ul style="list-style-type: none"> <li>• Only 1 or 2 leaders are emerging</li> <li>• No or little willingness to be involved</li> <li>• Access is there but not promoted</li> </ul>
Detrimental	<ul style="list-style-type: none"> <li>• Blocking</li> <li>• Driven by 'smartest in room'</li> </ul>	<ul style="list-style-type: none"> <li>• Blocking</li> <li>• Driven by 'smartest in room'</li> </ul>

## Domain 2: Rubric for changes in resource flows/utilisation, 2018 and 2020

Rating	Description/dimensions of merit: RESOURCE FLOWS & UTILISATION	
	2018	2020
Good-excellent progress	<ul style="list-style-type: none"> <li>Plans for new investment flows (including improved utilisation) are emerging.</li> <li>1-2 new contracts and/or resource contributions are in place/or able to be in place to enable collaboration and joining-up across some parts of the ecosystem of services.</li> <li>1-2 examples of investment and resource flows beginning to change as a result of collaborative effort; for example investment structures change to enable funding for multidisciplinary projects.</li> </ul>	<ul style="list-style-type: none"> <li>Collaboration is enabled and joining up across several parts of the ecosystem of services (e.g. contracts, resourcing).</li> <li>Investment and resource flows are changing as a result of collaborative effort; for example investment structures change to enable funding for multidisciplinary projects.</li> <li>Innovation projects are sufficiently supported by new sources of funds and/or redirection of funds in a timely way.</li> </ul>
On track	<ul style="list-style-type: none"> <li>Key people understand current investment and bottlenecks.</li> <li>Key people are talking about resource flows and considering how to optimise them.</li> <li>Key people are talking and engaging in looking to do things differently around resource flows.</li> </ul>	<ul style="list-style-type: none"> <li>Plans for new investment flows (including improved utilisation) are emerging.</li> <li>1-2 new contracts and/or resource contributions are in place/or able to be in place to enable collaboration and joining-up across some parts of the ecosystem of services.</li> <li>1-2 examples of investment and resource flow beginning to change as a result of collaborative effort; for example investment structures change to enable funding for multidisciplinary projects.</li> </ul>
<b>Bar or hard hurdle</b>		
Not on track	<ul style="list-style-type: none"> <li>No further joined-up investment/co-funding and no plans to do so</li> </ul>	<ul style="list-style-type: none"> <li>Only minimal progress with joining-up investment/co-funding and little in the way of plans to do so</li> </ul>
Detrimental	<ul style="list-style-type: none"> <li>Increased competition for resources/profile</li> </ul>	<ul style="list-style-type: none"> <li>Increased competition for resources/profile</li> </ul>

### Domain 3: Changes in services/practices/social innovation 2018 and 2020

Rating	2018	2020
Good-excellent progress	<ul style="list-style-type: none"> <li>Acknowledgement and commitment to the role of public knowledge, data and research as critical for decision making, and systems are starting to be developed to support a culture of learning and decision making</li> <li>Early evidence of different approaches to leadership and partnership are evident, for example decision-making is evidence based</li> <li>Early evidence of service delivery practitioners trying new things within scope of their operating environment and are beginning to change their practices, policies and/or service responses</li> <li>Early evidence of co-design with community</li> <li>Up to 3 innovative projects are being trialled and are producing early results</li> <li>Committed champions are advocating and organising collectively (as one voice) for change.</li> </ul>	<ul style="list-style-type: none"> <li>Different and effective approaches to leadership and partnership are evident, for example decision-making is evidence based (using public knowledge, data and research)</li> <li>Several examples of services responses being co-designed with community</li> <li>Committed champions are advocating and organising and collectively using one voice for change (as opposed to individual players)</li> <li>Examples emerging of services providing seamless responses (client-centred)</li> <li>People are actively sharing information to benefit outcomes for families and children</li> <li>Policy permission/support to share and use data</li> <li>Up to 5 innovative projects have been trialled, and at least two are showing solid results and are being replicated/scaled out (in localised and contextually suited ways).</li> </ul>
On Track	<ul style="list-style-type: none"> <li>Committed service champions are advocating and organising for service improvement (each player) based on deep listening</li> <li>Agencies and NGO/communities actively collaborate and plan together around a shared vision and outcomes</li> <li>Innovative projects are being planned.</li> </ul>	<ul style="list-style-type: none"> <li>Acknowledgement and commitment to the role of public knowledge, data and research as critical for decision making, and systems are starting to be developed to support a culture of learning and decision making</li> <li>Early evidence of different approaches to leadership and partnership are evident, for example decision-making is evidence based</li> <li>Early evidence of service delivery practitioners trying new things within scope of their operating environment and are beginning to change their practices, policies and/or service responses</li> <li>Early evidence of co-design with community</li> <li>Up to 3 innovative projects are being trialled and are producing early results</li> <li>Committed champions are advocating and organising collectively (as one voice) for change.</li> </ul>
<b>Bar or hard hurdle</b>		
Less than acceptable	<ul style="list-style-type: none"> <li>Silo approach remains/status quo</li> <li>No information sharing</li> <li>No joint planning/co-design</li> <li>No shared outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Silo approach remains/status quo</li> <li>No information sharing</li> <li>No joint planning/co-design</li> <li>No shared outcomes</li> </ul>
Detrimental	<ul style="list-style-type: none"> <li>Services deteriorate</li> <li>Lack trust; relationship damaged; turf wars; tension blaming</li> </ul>	<ul style="list-style-type: none"> <li>Services deteriorate</li> <li>Lack trust; relationship damaged; turf wars; tension blaming</li> </ul>



## Annex 5a: Maternity Hubs 'golden thread' case study #1

<h3>Community Maternal and Child Health Hubs Case Study</h3>	Outcome domain	Good start in life
	Overall outcome rating	Medium-high
	Significance	High
	Evidence of outcome	Medium-high
	Level of contribution	Medium
	Evidence of contribution	Medium

### Summary

The new Community Maternal and Child Health Hubs are showing early instances of change in terms of supporting more at-risk women. The hubs, as an extension of existing Logan Hospital services, offer women a community-based space, which includes midwives and other health professionals, for receiving continuous care throughout their pregnancy. As of June 2018, 169 at-risk women accessing these hubs, and 85 babies born<sup>10</sup>. Many partners have been involved in the initiation and establishment of the hubs. Logan Together played an important support role in facilitating consultations and co-design processes with Logan women to develop a community-based maternity service model. Recurrent funding, announced in May 2017 by the Minister for Health and Ambulance Services as part of the Logan Community Health Action Plan, means that the hubs' potential for reaching more at risk women will continue and/or increase.

### Context

The context more broadly, prior to the hubs, was that there has been a longer-term commitment, effort and focus on improving maternal and healthcare services and early engagement for antenatal care by many organisations, including contribution and investment from the Queensland Government.<sup>11</sup>

Initial results of Logan Together (LT) community consultation process held in 2015 showed that, each year, between 500 and 600 women in Logan were accessing little or no care during their pregnancy<sup>1</sup>. And many of those who were seeking and receiving support were not getting continuity of care after giving birth<sup>1</sup>. These women may not be accessing services for a variety of reasons. These could include lack of transport, and cultural and social issues,<sup>5</sup> as well as health literacy, poverty, lack of trust in traditional government services, lack of culturally appropriate services, and drug and alcohol, mental health issues etc.<sup>2</sup>

In Logan local government area, 1 in 10 women has little or no contact with support and healthcare services during their pregnancy – about double the average for Queensland. Internationally, evidence shows that this is correlated with a wide range of risks, poor health and wellbeing outcomes, and longer-term developmental issues<sup>3</sup>. Lack of care during pregnancy and early detection is associated with poorer health outcomes at birth and beyond for both mother and child. Early engagement with child health services can influence longer-term health of children<sup>2</sup>.

One of the key opportunities created from the Community Maternity Services project (and why it has held a sustained energy for over 10 months) was the platform it provided for academics, midwives, health advocates, government and community members to contribute to improved hospital-based maternity services in Logan, particularly for women from diverse backgrounds. Evidence from community listening exercises in relation to maternity support (antenatal, intrapartum and post-natal), social media and other consultations revealed the following:

- Medicalised care is important but services need to have more of a focus on women-centred care.

- Services should be more socially focused rather than interventionist.
- There needs to be an increase in birthing choices.

There is evidence to suggest that lower participation rates in the recommended number of ante-natal visits is an antecedent. This contributes to higher than average adverse birth outcomes.<sup>4</sup>

### Full description of outcome

Three (3) new Community Maternal and Child Health Hubs are showing early instances of change in terms of supporting more at-risk women during pregnancy. As of June 2018, 169 at-risk women accessing these hubs, and 85 babies born<sup>10</sup>. Recurrent funding, announced in May 2017 by the Minister for Health and Ambulance Services as part of the Logan Community Health Action Plan, means that the hubs' potential for reaching more women will continue and/or increase.

*“Mothers using the hubs are able to build relationships with someone around with pre- and post-natal care; they are building social care with the families and connecting them with services on their journey as well. They are also building connections with that and bringing the services to the forefront and what does that mean for the doctors and nurses and midwives in the birthing suites. They are providing opportunities to connect services with parent education and support, and are able to build that relationship with [mothers] so they are not going on the journey by themselves anymore. [Mothers] are having those connections out there and know where to go when they need other services in the future.”<sup>5</sup>*

These hubs are an extension of existing services at Logan Hospital. A named midwife will support women through pregnancy and help them build strong relationships with their communities and established health services. Along with other health professionals at the Hubs, the midwives will provide high-quality healthcare that is responsive to cultural needs and preferences.<sup>6</sup> This differentiated care for women, based on their needs and wishes, represents a woman - centred model of care.<sup>10</sup>

Outcomes:

1) Three (3) maternity hubs are operating in Logan with a fourth in progress at Hosanna Logan City. Metro South Health is in the process of allocating internal resources to expand their midwifery team to 4 midwives at each hub.<sup>3</sup>

ACCESS Gateway: 91 Wembley Road, Logan Central

Browns Plains Early Years Centre: Cnr Middle Road & Wineglass Drive, Browns Plains

Aboriginal & Torres Strait Islander Community Health Service (ATSICHS): 6 Glenda Street, Waterford West

2) As of June 2018, 169 at-risk women had accessed the hubs and 85 babies<sup>10</sup> had been born.

3) Qualitative comments from women who have accessed the Hubs have indicated a supported and positive experience:

*“The thing I liked best was my midwife communicated to me in language I could understand. The communication went further too. The other midwives in the team always knew what was going on with me and I did not have to keep retelling my story.”*

*“Super happy with MGP, I have great appreciation for the midwives, I recommend to family and friends to go through this service, thank you for everything.”*

### Significance: Why this outcome is important

Maternal and child health services in Logan City have an opportunity to better engage and service at-risk women who may not be accessing services for a variety of reasons. The hubs address the misalignment between existing maternity services and the diverse community needs in Logan.

Evidence suggests continuity of midwifery care delivered from soft entry support environments is an effective strategy to boost utilisation of care, and addresses broader wellbeing needs for women and their families. This in turn reduces the likelihood of the baby and mother experiencing adverse health and wellbeing events prior, during and post birth, and being subject to unplanned and high-cost medical and other crisis interventions.<sup>3</sup>

These hubs offer the potential to reach out to more pregnant women as the hubs are based on local community and relationships, and a long-term care model. The early positive effects contribute toward LT's Roadmap goal of providing access to antenatal care through pregnancy to reduce complications.

The Maternity and Child Health Hub Project was also the first strategic Logan Together co-design initiative, which demonstrates key aspects of the foundation's organising and practice principles<sup>4</sup>. It also seeks to address health sector challenges and changing practice. The project tackled many intervention points, and by working at multiple points and parts of the system – policy setting, practices and relationship between multiple stakeholders – it was able to prompt the shift<sup>8</sup>.

### Next steps

As part of progressing the fourth hub, Hosanna is planning a gala dinner to raise funds for Pasifika Maternity Hub clinic infrastructure with backbone team's support. A cross-government steering committee, including LT representation, has been formed to oversee planning with community.

### Contribution of Logan Together collective and backbone

The new community-based midwifery hubs were co-designed with cohorts of Logan women as part of community-wide consultations conducted by Logan Together in order to create a community-based maternity service model. Metro South Health is implementing the model with advice from the Logan Community and Maternity Child Health Oversight committee. Key partners for the hubs include community members, consumer advocates, academics, service providers, and representatives from governments and the hospital. Several partners involved in the project are aligned with the LT movement.

The LT backbone team played an important support role in catalysing this work. It is important to note that there were many other advocates in the space as well. However, it is arguable that without LT it would have taken much longer – with some informants believing this to be the case.

*“Without Logan Together, we wouldn't have the momentum we have now around maternity services we have in Logan. LT wasn't the only factor; there's lots of advocacies involved in maternity space, such as universities, maternity choices, who speak loudly in this space. Eventually we would have got to where we are, but pooling those voices together stimulated a quicker change. I truly believe that without Logan Together we wouldn't be where we are now, which is a pretty good spot.”<sup>5</sup>*

*“Logan Together was instrumental in elevating issue, designing and convening groups to design solution, achieving resourcing for it from state government. In my view Maternity Hubs wouldn't have happened without LT but this is a controversial claim.”<sup>8</sup>*

*“Logan Together backbone staff facilitation appeared to be a crucial element in successful navigation through the rough spots and ultimately brokering effective partnerships. This consisted of out of session discussions with individual project group members.”<sup>4</sup>*

The LT backbone team is currently supporting planning and promotion, and considering alternative funding options in event of shortfall for the fourth hub in Hosanna.

In conclusion, there is a case that the LT **collective** (including all the partners and community) have helped establish the new Community Maternal and Child Health Hubs which are showing early instances of change in terms of supporting more at-risk women during pregnancy and helping reduce their risk of complications. The **LT backbone** played an important support role in catalysing this work.

### Cross case analysis

<p><b>Which of the Roadmap outcomes is applicable?</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ready to have kids</li> <li><input type="checkbox"/> Good start in life</li> <li><input type="checkbox"/> On track at 3</li> <li><input type="checkbox"/> On track at 5</li> <li><input type="checkbox"/> Family foundations</li> <li><input type="checkbox"/> A strong community</li> <li><input type="checkbox"/> Effective systems</li> </ul>
<p><b>Which of the systems change domains is applicable?</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Domain 1: leadership and community agency</li> <li><input type="checkbox"/> Domain 2: changes in resource flows</li> <li><input type="checkbox"/> Domain 3: Practices/services/ social innovation</li> <li><input type="checkbox"/> Domain 4: State and Federal policy and other ripples</li> <li><input type="checkbox"/> Domain 5: early outcomes for families or children</li> </ul>
<p><b>Which of the enablers were present in this case?</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Building relationships across disciplines (added)</li> <li><input type="checkbox"/> Learning culture</li> <li><input type="checkbox"/> Using evidence</li> <li><input type="checkbox"/> Leaders listening to community</li> <li><input type="checkbox"/> Backed by great governance</li> <li><input type="checkbox"/> Driven community priorities</li> <li><input type="checkbox"/> Systems thinking</li> <li><input type="checkbox"/> Best practice decision-making</li> </ul>
<p><b>Which Queensland Government contribution area (2017) does it align with?</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Child and maternal wellbeing</li> <li><input type="checkbox"/> Integrated services</li> <li><input type="checkbox"/> Support to succeed in education</li> <li><input type="checkbox"/> Community engagement and education strategies</li> <li><input type="checkbox"/> An integrated early childhood workforce</li> <li><input type="checkbox"/> Shared outcomes framework</li> <li><input type="checkbox"/> Improved access and use of data</li> <li><input type="checkbox"/> Options for flexible funding</li> <li><input type="checkbox"/> Approaches to realigning investment</li> </ul>

### Evidence

The following evidence exists for the changes detailed above.

1. <http://logantogether.org.au/whats-happening/projects/#section1>
2. Queensland Government contributions to LT roadmap, 2017:  
<https://www.communities.qld.gov.au/resources/dcdss/industry-partners/logan-together/qld-gov-contributions-ltr.pdf>
3. Logan Together backbone internal documentation, August 2018. (Word document)

4. CMS case study V2\_200117 document
5. MSC interview #16
6. Metro South Health (Queensland Government): Logan Maternity and Child Health Hubs: <https://metrosouth.health.qld.gov.au/maternity-hubs/background>
7. MSC interview #7
8. LT projects update 2018 (version 09.08.2018 0.2 PDF provided by backbone team)
9. Participant feedback, Reflection workshop for Logan Together (3 September 2018), facilitated by Clear Horizon, Griffith University Logan Campus.
10. [Metro South Health \(Queensland Government\): data captured by Hubs.](#)

### Methodology of contribution

The [what else tool](#) has been used to conduct light contribution analysis based on data collected.

There is medium-high level of evidence to demonstrate that the hubs have led to some instances of better birth outcomes.

There is medium-level data about the role of Logan Together in this. Four key informants felt there was a reasonable case that they played the role of catalyst and accelerated the work. The claim would also be strengthened with further verification by more partners.

Level of contribution is medium. Current evidence of contribution is medium.

## Annex 5b: Kindy Conversations 'golden thread' case study #2

<h3>Kindy Conversations Case Study</h3>	Outcome domain	Developmentally on track at 3 on track at 5 Early instances of change for kids & families
	Overall rating	Medium
	Significance	Medium
	Evidence of outcome	Medium
	Level of contribution	High
	Evidence of contribution	High

### Summary

Since being initiated in September 2017, Kindy Conversations has resulted in a cohort of 32 service providers being trained to promote Kindy enrolment with families in Logan. The initiative instigated an estimated 500 conversations with parents and families, and since the program, there have been small-scale instances of kindy enrolments resulting from the conversations. More significantly, these trained service providers now vouch to integrate messaging on the importance of kindy into their work and have a consistent approach developed for this practice (which many were not doing previously). The resource guide produced for Kindy Conversations has aided other networks and service providers to promote kindy enrolment. While there are multiple resources available to support transition to school, the guide combines all the information in one place in a language that is easy to understand. It also supports a common message across the community. Kindy Conversations built on established partnerships and was catalysed and driven by the Logan Together movement and has been led by the Logan Together backbone team with Communities for Children funding.

### Context

According to baseline information in 2016 (ABS data), 44.7% of Logan kindy aged children were not attending.<sup>1</sup> As many as 2,000 preschool age children in Logan do not attend kindy at all.<sup>2</sup> Low rates of kindy attendance showed the importance of getting school ready and promoting early education. Evidence shows that, between the years 3 and 5 of age, “brain development – particularly language and early literacy skills – continues at a fast pace. High quality kindergarten is an important preparation for schooling. Picking up any health or development issues in this period (if not earlier!) is also important as early intervention can have life-long benefits.”<sup>3</sup>

Community consultation conducted by Logan Together found that two of the main barriers to kindy attendance were families not seeing the value in a kindy program, and the assumption of a complex enrolment process.<sup>2</sup>

Previously the participating ParentsNext service providers had not covered promotion of kindy enrolment in their role – working with families in terms of preparing them for children turning 6 and parent employment readiness. The premise for getting the service providers involved in Kindy Conversations was that parents cannot be prepared to go back to work if kids are not prepared for school.

### Description of the outcome

Kindy Conversations (KC) was established and delivered by representatives from LT backbone team and Salvation Army (Communities for Children), and this included the delivery of training, design and production of supporting resources, and projection coordination.

Kindy Conversations engaged and trained a group of service providers who have since held 500 community conversations with parents about the importance of kindy. A total of 32 participating service providers conducted these conversations, including five Access Community Hub leaders, one Brown Plains and six other hubs, and 20 ParentsNext staff.<sup>1</sup> So far, 900 booklets out of 1,000 have been distributed, and more requests have been received for more booklets for distribution.<sup>1</sup>

For the majority of participating cohort of service providers, Kindy Conversations has involved the adoption of a new activity that aligns and contributes to the Roadmap goal of Ready for School as the promotion and support of kindy enrolment with Logan families was previously not part of their service provider role or activities.

Since the start of the program in September 2017, several service providers have reported isolated instances where children have been enrolled following the conversations (exact number of instances is not known).<sup>1,4</sup>

One service provider commented that the guides stimulated a lot of questions and discussion, and that for some parents, there was a lack of awareness about what a child should be doing at particular ages.

*“The kindy guides raised a lot of questions (for discussion) around families, and connected carers with other services around family connect and family support ... One mum had a boy and a girl, and she had sent the girl to kindy due to that conversation and commented that ‘the change has been huge. I only wish I knew back then what I know now’”.*<sup>4</sup>

Services are reporting that some parents who would not previously have considered Kindy have enrolled their child and are reporting noticeable positive changes for the child once enrolled.

Also significant, the service providers in Kindy Conversations now vouch to integrate messaging on the importance of kindy into their work, which they were not doing previously. For the majority of the participating cohort of service providers, their role previously did not include promotion of enrolment or family support for enrolment. Kindy Conversations has influenced the practices and service provision of the cohort.

Kindy Conversations has also created a network of practitioners and collaboration as a result.

*“Kindy Conversations has led to the formation of cooperative partnerships, and the structured training and network has been a way to galvanise action in the transition to school space. This is a new role and activity for participating service providers.”*<sup>1</sup>

The resources produced from Kindy Conversations have served as a common language for communicating with families (which is considered a significant outcome by respondents). There are approximately 900 guides in circulation. In addition, other programs working with families to promote kindy enrolment (beyond Kindy Conversations) are using the developed resources for their work to secure enrolments.<sup>1</sup> One example is the Access Community Hubs program funded by Queensland Government Department of Education, with MDA (Multicultural Development Australia) working with asylum seeker families, who were able to use the Kindy Conversations resources. The Access Community Hubs program resulted in 50 families that enrolled this year and 52 for next year. Other programs using the Kindy Conversations resources include ParentsNext, Child Health Nurses, and Foster/Kinship Conversations<sup>6</sup>.

## The significance of the outcome

Kindy Conversations has enabled service providers to learn a common language for promoting the importance of kindy enrolment to families, and led to a change in their practice. Participating service providers are instigating conversations about enrolments that they would not have previously had with parents. The majority of the cohort delivering the conversations with community previously did not do this



activity. The program has also produced valued resources, and these have been utilised by other organisations to promote kindy enrolment. It is also significant that other programs are heavily using the resources. Kindy Conversations is linked to Logan Together’s early development initiatives linked to Roadmap goals such as increasing kindy attendance and creation of new opportunities for early learning and development.<sup>5</sup>

### Next steps

The next step is to encourage service providers to integrate outreach into their practice in a more formal way and to grow the pool of services provided. This includes starting the campaign early in Term 3 as well as modifying the materials to account for the changes to childcare subsidy, which would have an impact on sections of the booklet. It will be important to embed this practice into existing services to ensure it is ongoing in future years.

Discussions are underway with schools to use the Guides with families with younger siblings when a child is enrolling in Prep. Also, Kindy Conversations was presented at the National Foster and Kinship Carer Conference in September 2018 to help raise the importance of this universal experience for children in trauma.

Data collection, measurement and evaluation of impact is recommended.

### Contribution of Logan Together collective

Kindy Conversations was catalysed and driven by Logan Together. There is strong evidence that Logan Together collective built on established partnerships and provided the platform for Kindy Conversations. The Family Kindy Guide resource produced for Kindy Conversations was done by a number of Logan Together collective partners including with the assistance of the education sector, human services sector, government representatives, faith groups and community members.

### Contribution of Logan Together backbone

Setup was in 2017 arising from conversations between the backbone team and community members, and the backbone team remained a critical enabler for the initiative, providing ongoing support for implementation.

### Cross-case analysis

<p><b>Which of the Roadmap outcomes is applicable?</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ready to have kids</li> <li><input type="checkbox"/> Good start in life</li> <li><input type="checkbox"/> On track at 3</li> <li><input type="checkbox"/> On track at 5</li> <li><input type="checkbox"/> Family foundations</li> <li><input type="checkbox"/> A strong community</li> <li><input type="checkbox"/> Effective systems</li> </ul>
<p><b>Which of the systems change domains is applicable?</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Domain 1: leadership and community agency</li> <li><input type="checkbox"/> Domain 2: changes in resource flows</li> <li><input type="checkbox"/> Domain 3: Practices/services/social innovation</li> <li><input type="checkbox"/> Domain 4: Stage and Federal policy and other ripples</li> <li><input type="checkbox"/> Domain 5: early outcomes for families or children</li> </ul>
<p><b>Which of the enablers were present in this case?</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learning culture</li> <li><input type="checkbox"/> Using evidence</li> <li><input type="checkbox"/> Leaders listening to community</li> </ul>

	<input type="checkbox"/> Backed by great Governance <input type="checkbox"/> Driven community priorities <input type="checkbox"/> Systems thinking <input type="checkbox"/> Best practice decision-making
<b>Which Queensland Government contribution area (2017) does it align with?</b>	<input type="checkbox"/> Child and maternal wellbeing <input type="checkbox"/> <b>Integrated services</b> <input type="checkbox"/> <b>Support to succeed in education</b> <input type="checkbox"/> <b>Community engagement and education strategies</b> <input type="checkbox"/> An integrated early childhood workforce <input type="checkbox"/> Shared outcomes framework <input type="checkbox"/> Improved access and use of data <input type="checkbox"/> Options for flexible funding <input type="checkbox"/> Approaches to realigning investment

## Evidence

The following evidence exists for the changes detailed above.

1. Semi structured interview #8
2. Website: Logan Together: <http://logantogether.org.au/results/mobilising-the-community/>
3. [Logan Together Roadmap](http://logantogether.org.au/the-roadmap/track-5-years/whats-important/)  
<http://logantogether.org.au/the-roadmap/track-5-years/whats-important/>
4. MSC interview #19
5. <http://logantogether.org.au/whats-happening/projects/#section2>
6. Participant feedback, Reflection workshop for Logan Together (3 September 2018), facilitated by Clear Horizon, Griffith University Logan Campus.

## Verification process

The [what else tool](#) was used to a degree, but more data is needed to complete the test.

There is medium level of evidence that Kindy Conversations is seen as a beneficial change, and some anecdotal evidence that there have been instances of more enrolments.

There is a high degree of evidence that Logan Together collective was a platform for this and that the backbone played a catalyst role.

## Annex 5c: Sure Steps 'golden thread' case study #3

<b>Sure Steps Pilot Case Study</b>	Outcome domain	Effective systems; Family foundations; Good start in life
	Overall rating	Low- Medium
	Significance	Medium
	Evidence of outcome	Low-medium
	Level of contribution	Medium
	Evidence of contribution	Low

### Outcome description

The Sure Steps pilot uses the 'Family Coach' model and has wide implications for service change. The project targets families living in public housing in Logan, have a child under 8, and are showing early signs of tenancy difficulty. Sure Steps works holistically with all members of the household to understand their aspirations and work long-term to help them achieve their goals, and specifically targets families with high or very high need. It aligns with Logan Together (LT) Roadmap and is based on the premise of improving early childhood development to address intergenerational adversity. The pilot is starting to reach vulnerable families and at-risk children, and represents progress towards the LT collective's goals of family foundations and effective systems. There are instances of improvements for some participants in the areas of tenancy conditions, employment, transport and access to specialist services. Logan Together collective conducted client voices and community listening activities to inform the Sure Steps design, which draws from family coaching models in the United States. It helped catalyse the initiation of the pilot. Logan Together backbone has an ongoing role beyond the start-up and plays a role in the reference group and has assisted in securing further funding for the project.<sup>8</sup>

### Context

Services are not readily available in Logan for some families with high or very high need, who are dealing with domestic and family violence, trauma, child safety involvement and other complex issues. There is a history of services for vulnerable groups being fragmented and difficult to access.

The idea of family coaching for this target group is being trialed as a potential solution for needs identified through client voices and community listening carried out by LT to target.

Evidence presented in the Sure Steps evaluation<sup>1</sup> suggests that despite many services claiming they are family-led, "families do not get to choose their goals and how they work on them due to other pressures" (such as funder-driven outcomes or the relationship being managed by a case plan rather than the other way around) (p. 9). Under the family coaching approach, coaches in the Sure Steps program support families to identify and address goals, with a focus on child development.

Central to the support is family-identified aspirations. This strengths-based approach means the family and practitioner work together to build family capacity and growth (Allen & Huff, 2014, cited in evaluation report, p. 9).<sup>1</sup> To support the work of the coaches, the Sure Steps program draws from a version of the 'wellbeing wheel' developed by the Australian research Alliance for Children and Youth (ARACY) in 2010. Coaches are also trained in the Abecedarian Approach, a set of "evidence-based learning strategies for use by parents and early childhood educators" (p. 10). A review of the Abecedarian Approach in early childhood development programs, such as in North Carolina, USA, has found that the program results in significant improvement in child academic achievement<sup>1</sup>. YFS Family Coaches can also draw from the Bringing up Great Kids parenting program by the Australian Childhood Foundation. Families participating in Sure Steps also have access to Sing and Grow music therapy programs for kids with additional needs or those at risk of disadvantage, as well as the First Five Forever literacy initiative based in libraries<sup>1</sup>.

## Full description of outcome

Logan Together is partnering with YFS and the Department of Housing and Public Works to trial a “Family Coach” model through the new Sure Steps program. The Sure Steps one-year pilot program was initiated by YFS and is funded by the Department of Housing and Public Works (since expanded for a further two years). The project targeted families: living in public housing in Logan, have a child under 8, and are at risk of losing their tenancy.

Sure Steps is a small test project piloting an integrated “Family Coach” model to give effect to ideas about transforming the design of family-facing disciplines and projects. The program proposed a new way of working with families living in public housing who have a child under eight years of age (Parenting Research Centre, 2018, p. 1)<sup>1</sup>. This is a response to research and community feedback about the major impediments to translating support opportunities into improving lives, including: service fragmentation, access difficulties, low levels of service engagement social stigma around accessing services etc.<sup>2</sup>

Findings of a July 2018 evaluation produced by Parenting Research Centre indicated that the Sure Steps pilot strategies were “helpful in facilitating family engagement with the program” (p. 2), and program participants agreed that the program’s core aspects – aspirational focus, being led by families, flexibility and focus on the family as a unit – “produced positive changes for participating families” (p. 6).<sup>1</sup>

By supporting families, the program looks to contribute toward outcomes for Logan Together’s target group 0-8 years old, based on the premise that improving early childhood development is an important factor in addressing intergenerational adversity (in context of housing and other immediate needs).

Families who took part in the evaluation were very satisfied with the Family Coaches. Reported improvements among family participants included: *“becoming more independent, being more aware of community services and supports; increased understanding of parenting; and becoming increasingly skilled in dealing with children’s challenging behaviours”* (p. 3-4).<sup>1</sup>

Sure Steps staff reported some observable changes, including parental wellbeing including in their “mental health, daily functioning, social connections and confidence” (p.3); positive changes were also reported in relation to the six wellbeing domains (p. 4). These results need to be built upon and replicated, but are important considering the complexity of families the program worked with, and the limited time they had to address concerns at the time of the evaluation (p. 4). The Department of Housing and Public Works observed the program assisted families to “stabilise their tenancy issues” (p. 4).<sup>1</sup>

*“Still early days but excellent results in terms of family engagement, family coaches being seen as on the side of families, broader understanding of what progress is, long-term change for parents and kids such as absence of harm; getting broader domain of achievement than other support models”.*<sup>3</sup>

### Outputs of the first stage of the pilot include:

In the first 8 months, the pilot supported 20 families including 62 kids, with 38 aged 0-8:

- 12 overcame tenancy issues
- 7 moved towards private rental
- 3 gained employment
- 6 working towards driver's licences
- 7 supported with safety planning related to domestic violence and child sexual assault
- 9 accessed specialist support
- 20 linked with appropriate services in community.

Moreover, the pilot has been funded for 2 more years (stage 1 budget was \$250-\$260K per year), with a contract commencing 11 July 2018. An evaluation of the program was completed and feedback used in design of Stage 2. Revised program logic has been approved through reference group in Aug/Sept 2018.<sup>1</sup>

## Significance: Why this outcome is important

This pilot differs from other funded programs in that it works on priorities identified by each family; links supports/services; combines education about parenting and child development, work on saving tenancies, and practical support to address parents' priorities; and it is voluntary, engaging families not actively seeking support from the service system (p. 4).<sup>4</sup> This approach works holistically with all members of the household, and then base the long-term work on the feedback. This pilot contributes to the systemic changes the LT collective is aiming to achieve (refer to LT global theory of change) as it has the potential to impact families who have high or very high need<sup>8</sup>.

The positive changes reported in the evaluation are important because of the complexity of families the program worked with, and the limited time they had to address concerns at the time of the evaluation (p. 4).<sup>4</sup>

As a new program, Sure Steps “seeks to test alternatives to traditional family support programs and identify service system improvements that may support vulnerable families to achieve their goals” (p.8).<sup>1</sup> The pilot aims to test and refine the proposed critical success factors, including: stability through maintained tenancy; a positive future orientation through goal setting; sense of agency in decision making; understanding of children’s needs; and overcoming service system barriers through access to appropriate supports (p8).<sup>1</sup>

### Next steps/ issues

Adverse effect: the loss of 1.6 FTE core team members as a result of short lead time for funding renewal confirmation and need to recruit has adverse impacts on relationship based approach delivered through small team and program's continuity. Resourcing needs to be addressed going forward. An outcome of this is increased awareness of the importance of funding continuity<sup>8</sup>.

The evaluation plan is due to be sent to the Department of Housing and Public Works in September 2018, which will consider need for embedded evaluation and potential adverse impact on relationships-based approach that has been successful in the first year.<sup>5</sup>

Work in 2018 focuses on some further small-scale pilot activity, whilst also looking at more systemic responses.

The project is progressing:

- continuing for 2 more years
- YFS has developed a new evaluation plan based on the results and learnings from Phase 1
- there’s a new program logic that addresses tenancy difficulties and child wellbeing.<sup>6</sup>

### Contribution of Logan Together Collective and the backbone

Logan Together **collective** conducted client voices and community listening activities to inform the Sure Steps design, which draws from family coaching models in the United States. It helped catalyse the initiation of the pilot. Logan Together **backbone** has an ongoing role beyond the start-up and plays a role in the reference group and has assisted in securing further funding for the project<sup>8</sup>.

### Cross case analysis

<b>Which of the Roadmap outcomes is applicable?</b>	<input type="checkbox"/> Ready to have kids <input type="checkbox"/> <b>Good start in life</b> <input type="checkbox"/> On track at 3 <input type="checkbox"/> On track at 5 <input type="checkbox"/> <b>Family foundations</b> <input type="checkbox"/> A strong community <input type="checkbox"/> Effective systems
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<b>Which of the systems change domains is applicable?</b>	<input type="checkbox"/> Domain 1: leadership and community agency <input type="checkbox"/> <b>Domain 2: changes in resource flows</b> <input type="checkbox"/> <b>Domain 3: Practices/services/social innovation</b> <input type="checkbox"/> Domain 4: Stage and Federal policy and other ripples <input type="checkbox"/> <b>Domain 5: early outcomes for families or children</b>
<b>Which of the enablers were present in this case?</b>	<input type="checkbox"/> Building relationships across disciplines (added) <input type="checkbox"/> <b>Piloting new ideas (added)</b> <input type="checkbox"/> Learning culture <input type="checkbox"/> <b>Using evidence</b> <input type="checkbox"/> <b>Leaders listening to community</b> <input type="checkbox"/> Backed by great Governance <input type="checkbox"/> <b>Driven community priorities</b> <input type="checkbox"/> Systems thinking <input type="checkbox"/> Best practice decision-making
<b>Which Queensland Government contribution area (2017) does it align with?</b>	<input type="checkbox"/> Child and maternal wellbeing <input type="checkbox"/> <b>Integrated services</b> <input type="checkbox"/> Support to succeed in education <input type="checkbox"/> Community engagement and education strategies <input type="checkbox"/> An integrated early childhood workforce <input type="checkbox"/> Shared outcomes framework <input type="checkbox"/> Improved access and use of data <input type="checkbox"/> Options for flexible funding <input type="checkbox"/> Approaches to realigning investment

## Evidence

The following evidence exists for the changes detailed above.

1. Parenting Research Centre. July 2018. *YFS Sure Steps Evaluation*. Report for 8-month period Sept 2017 to May 2018
2. LT website: <http://logaltogether.org.au/whats-happening/projects/#section2>  
<http://logaltogether.org.au/whats-happening/tactical-projects/>
3. MSC interview #7 (R15)
4. LT projects update 2018: CSLT proposed report format 09.08.2018 0.2 PDF, p.4
5. Queensland Government progress report 2017
6. MSC interview #5 (R14)
7. Documentation provided by the backbone team
8. Participant feedback, Reflection workshop for Logan Together (3 September 2018), facilitated by Clear Horizon, Griffith University Logan Campus

## Methodology of contribution

The [what else tool](#) was used to a degree – but more data is needed to complete the test.

There is low to medium level of evidence to demonstrate that pilot is leading to outcomes – demonstrated by the external evaluation. There is less strong data about the role of Logan together in this – however several sources confirm that Logan Together has been involved as an enabler for start-up and is involved in a minor way in ongoing implementation.

Level of contribution low-medium - Current evidence of contribution low-medium.



## Annex 5d: Focus on place 'golden thread' case study #4

<h3>Focus on and investment in Place-based Approaches Case Study</h3>	Outcome domain	Impact ripples
	Overall outcome rating	Low-Medium
	Significance	Medium-High
	Evidence of outcome	Low-Medium
	Level of contribution of LT	Low-Medium
	Evidence of contribution	Low-Medium

### Summary

Logan Together (LT) has contributed to building momentum for an increased focus on 'place' as part of a wider movement towards place-based approaches (PBAs). This momentum has resulted in some shifts in government practice (across levels) and helped inform national and state-based policy as indicated by the joint investment by state and federal governments and contributions by local government, in LT and the general prioritisation of PBAs.

More specifically, Queensland Government has prioritised aligning relevant policy, program and service investment against the Roadmap lifecourse areas to better articulate the Government contribution and to support efficiencies. Shifts in practice, including how the Queensland Government approaches community engagement and partnership relations around contribution planning have also occurred. What has been essential as part of this change is service delivery providers and funders are participating in the same conversations, and closer relationships between government and providers are being formed that may lead to increased efficiency of government funding.

LT and key government champions have played a contributing role in promoting these shifts, catalysing and supporting change via advocacy work across, and within, all levels of government. LT also contributed towards the elevation of an enduring conversation about 'place' to a wide range of stakeholders and had been one informant helping to shape government thinking and direction on PBAs.

### Context

There has been a growing recognition that 'business as usual' is not working for some of our communities. For these communities, health and education indicators were not improving despite large numbers of services and investment over several decades. Increasing research about the potential role and impact of 'place' on people's lives, has led to a growing recognition within government that PBAs could be an effective approach in some situations for dealing with the complex interplay of social, economic and environmental factors contributing to inter-generational community disadvantage.

The rise in interest and application of PBAs has led to State and Commonwealth policy development and program design that aims to support communities in overcoming locational disadvantage. The approach looks to address the multi-faceted systemic responses required for long-term change via sustained collaboration between communities, governments, service provider organisations and other local leaders. This includes a recognition of the need for early engagement with community when planning investment and designing and delivering services, and improving the community's capacity to respond based on current evidence.

At the time of LT inception (2013-15), the wider movement around PBA in the Australian context was in its infancy and there were very few on-the-ground examples, particularly applying a collective impact model. LT was one of the earliest Australian collective impact applications and since 2015 has grown to become one of the most recognised in Australia.

In the initial LT inception period when the Queensland Government first became interested in LT, regional and cross-agency engagement and collaboration regarding the substantial investment and services delivered impacting on child and family outcomes (and therefore child development outcomes) in the Logan region, was relatively limited.

As part of the state government's early commitment to LT, dedicated staff, resourcing and substantial in-kind support across government was committed to help bring people and efforts together within government. These commitments supported mechanisms for improving regional service delivery coordination; providing a 'one government approach', addressing systemic barriers to place-based initiatives; and exploring innovative approaches to service delivery and investment. Logan Together was regarded as a proof of concept location, with learnings to be potentially scaled and applied elsewhere.

## Full description of outcome

LT is one of a number of flagship PBAs in the Australian context, and has played a powerful advocacy role in promoting 'place' and LT<sup>1</sup>. In establishing LT, the backbone team in particular has played an active role in engaging with all levels of government.<sup>3</sup> Within the context of the wider place-based movement, which has many drivers (other communities, government agencies, and advocates across Australia), LT has contributed to 'an enduring conversation' on place over the past five years.<sup>3, 4, 5</sup>

The attention catalysed by LT has resulted in significant partnerships being established, a coalescing around PBAs by three levels of government, some shifts in government practice (across levels) and helped inform national and state-based policy.

*"What has been positive is the level of conversation between government about potential of this type of model"*<sup>6</sup>

*"The ongoing support of state and federal government is an achievement. The coalescing of the interests at state and federal level has been good because of the increased focus and climate for PBA, and has made it easier for investment"*<sup>7</sup>

*"Around same time of LT inception and development of the Roadmap there was an evolving in principle agreement between Commonwealth and the state to match each other's contribution... and this was important for galvanising both parties and keeping both levels of government there at the table"*<sup>1</sup>

More specifically, Queensland Government has prioritised aligning relevant policy, program and service investment against the Roadmap lifecourse areas to better articulate the Government contribution and to support efficiencies. It has established targeted mechanisms and activities, both in regional coordination to improve service delivery and through joined-up identification and testing of options to address systemic impediments to place-based approaches, and for how community consultation is being approached in regard to government contribution planning (shift in practice). What has been essential as part of this change is service delivery providers and funders are participating in the same conversations, and closer relationships between government and providers are being formed that may lead to increased efficiency of government funding.

*The most significant change from my perspective is that the Logan Together Roadmap and strategies focus on neighbourhood and micro communities, and on empowering those communities via listening to create change and drive action to meet community needs...(Since LT) we don't go in with a solution, we work with the community to find out what we think we need, how do we do it, and what is getting in the way. This includes thinking across all issues - neighbourhood, environment, needs appreciation, right up to government and the barriers – and listening to community, and then making the solution."*<sup>5</sup>

Logan Together has also supported the Queensland Government learning about PBAs and has inputted into the regional coordination of Logan relevant initiatives in ways that had not previously occurred. The Inter-departmental Committee (IDC) focus and regional coordination efforts of government

contributions, while not a result of LT, were identified by several key informants as a significant post-Logan Together change as LT now plays a role in inputting feedback into decision-making cycles.<sup>1,2</sup>

*“LT has contributed to decision making to service design, and contribution areas and outcomes – they put that advice to IDC and IDC have absolutely relied on this advice in making decisions on areas on for the service redesign initiative.”*

Logan Together has been one vehicle informing broader shifts in policy and this is reflected in the investment approach and state and federal government focus on PBAs since Logan Together. Several respondents identified LT has had an impact ripple beyond place into the policy sphere. There is also evidence of mutually reinforcing relationship between Logan Together and government that has led to a mix of practice and policy outcomes for the various parties.

Between levels of government this is demonstrated by the collaborative partnerships to commission the Place-based Evaluation Framework and tools, and this included coming together with the LT backbone team to undertake this work. One of the benefits noted of working closely together has been an increased understanding between LT backbone and Queensland Government about the workings of both entities. This includes an increased understanding by LT around the workings of government and government requirements, strengthened through many relational activities such as the ‘co-location’ days where agencies work together at the same site, focusing on shared priority activities.<sup>2,5</sup>

### Significance: Why this outcome is important

This is a significant outcome because it demonstrates a deepening level of partnership between LT and the levels of government, and particularly with Queensland Government. It highlights outcomes created from being open to work collaboratively and shift ways of working to better serve the partnerships and the shared vision.

Creating impact ripples beyond place is a significant and important part of the systems changes required to change the outcomes for families in communities such as Logan. This ‘back and forward impact’<sup>8</sup> that has emerged between partners is valued by both Queensland Government and LT backbone team. Underlying this is a preparedness by Government to engage early, on sensitive and significant issues, to seek input and be open to feedback while planning contributions and responses in Logan.

### Next steps

In order to truly change the odds for families living in communities like Logan, partnerships between Government and community will need to continue to be strengthened and deepened. The next phase of LT should see more of community leading the change.

### Contribution of Logan Together collective

Logan Together has played a role in showcasing PBAs and is one of several catalysts that have promoted conversation and discussion, within a growing broader movement that is creating momentum around PBA.

However, it is important to note that around the time of LT inception, there were several additional drivers for change from within government. These changes were happening prior to, and in parallel to LT establishment. First, there were internally-driven shifts in mindset occurring within the Queensland Government and staff across agencies were beginning to work differently and were increasingly ready to apply new models. There was also strong encouragement from senior leaders for the public services to approach practice in place differently<sup>1</sup>. One respondent recounts:

*“A couple of key influencers in government had ‘light-bulb moments’, and started thinking along the lines of ‘we are not just funders, we are part of the collective and if we want to see change we need to be part of this change’.”<sup>1</sup>*

Also at the time of LT inception, 3 relevant Queensland Government Ministers lived in Logan and demonstrated active interest in LT. One respondent noted “it was the right mix of Ministers at the right time”.<sup>2</sup>

The Commonwealth Government was also experiencing internal shifts, including their PBA policy, and had been exploring place-based approaches for some time (i.e. the 2015 Commonwealth place-based project published learnings by AIFS) and DSS developing a policy approach to PBAs in late 2016. These were somewhat connected to LT but not *a result of* the initiative.

The Queensland Government, through the Logan IDC, has always had a key focus on LT including supporting coordinated efforts towards LT contributions. This focus became more targeted as a result of changes to the broader Logan City of Choice program.

It’s important to note therefore, that there were several factors that contribute to this policy shift, with LT being an important, but not the sole catalyst.

*“LT is an important part of the change agenda, however there are a range of PBAs in QLD and they have all contributed to government understanding of place. LT is not the sole catalyst, and is part of a number of energising approaches that have renewed government’s interest in PBAs.”<sup>2</sup>*

### Contribution of Logan Together backbone

The backbone team played a role in raising the profile of place and on LT by lobbying all levels of government and bringing various stakeholders into conversations about whether PBA is a solution for persistent social problems. As a demonstration site, and as a result of the collaborative partnership established between LT backbone team and the Queensland and Commonwealth Governments, the LT backbone also arguably played a role in helping inform government thinking and direction on PBAs.

### Cross case analysis

<p><b>Which of the Roadmap outcomes is applicable?</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ready to have kids</li> <li><input type="checkbox"/> Good start in life</li> <li><input type="checkbox"/> On track at 3</li> <li><input type="checkbox"/> On track at 5</li> <li><input type="checkbox"/> Family foundations</li> <li><input type="checkbox"/> A strong community</li> <li><input type="checkbox"/> <b>Effective systems</b></li> </ul>
<p><b>Which of the systems change domains is applicable?</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Domain 1: leadership and community agency</li> <li><input type="checkbox"/> <b>Domain 2: changes in resource flows</b></li> <li><input type="checkbox"/> Domain 3: Practices/services/social innovation</li> <li><input type="checkbox"/> <b>Domain 4: State and Federal policy and other ripples</b></li> <li><input type="checkbox"/> Domain 5: early outcomes for families or children</li> </ul>
<p><b>Which of the enablers were present in this case?</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Building relationships across disciplines (added)</b></li> <li><input type="checkbox"/> <b>Learning culture</b></li> <li><input type="checkbox"/> <b>Using evidence</b></li> <li><input type="checkbox"/> <b>Leaders listening to community</b></li> <li><input type="checkbox"/> <b>Backed by great Governance</b></li> <li><input type="checkbox"/> <b>Driven community priorities</b></li> </ul>

	<input type="checkbox"/> Systems thinking <input type="checkbox"/> Best practice decision-making
Which Queensland Government contribution area (2017) does it align with?	<input type="checkbox"/> Child and maternal wellbeing <input type="checkbox"/> Integrated services <input type="checkbox"/> Support to excel in education <input type="checkbox"/> Community engagement and education strategies <input type="checkbox"/> An integrated early childhood workforce <input type="checkbox"/> Shared outcomes framework <input type="checkbox"/> Improved access and use of data <input type="checkbox"/> Options for flexible funding <input type="checkbox"/> Approaches to realigning investment

### Evidence

The following evidence exists for the changes detailed above. Superscript in the text links the statement to the evidence source.

1. Interview data (R43)
2. Interview data (R61)
3. Interview data (R21)
4. Interview data (R11)
5. Interview data (R27)
6. Interview data (R19)
7. Interview data (R20)
8. Interview data (R15)

### Methodology of contribution – strength of evidence low-medium

The [what else tool](#) was used to a degree, but more data is needed to complete the test.

There is low- medium level of evidence that Logan Together backbone team, and the collective efforts of LT, have contributed to this outcome. All evidence for this case study is qualitative and derived from interviews only. There are no documented/published sources of information currently available on this outcome.

## Annex 5e: EYNN 'golden thread' case study #5

<h3>Early Years Neighbourhood Networks Case Study</h3>	Outcome domain	Systems change
	Overall outcome rating	medium
	Significance	Medium
	Evidence of outcome	Low-medium
	Level of contribution of LT	Medium
	Evidence of contribution	Low - medium

### Summary

Integrated networks of early childhood services are emerging in Logan and throughout the South East Region, with the aim to increase collaboration across services who work with children and families (0-8 years old). This approach involves the Department of Education and partners across other sectors, and the community to support high quality early childhood education for children in Logan. The networks consist of a group of local schools and their connecting early learning services, and may have the support of an Early Years Coach. Within Logan seven (7) Early Years Neighbourhood Networks have been either formed or strengthened. Networks have broadened their membership, gained new resources for activities, and in three instances, secured early childhood coaches who focus on building capacity in the educational sector. Together, the strengthened networks have run several well-received events for parents. The networks are enabling service providers to share challenges and move towards more holistic and joined-up services so that all children receive the services they need regardless of where they attend school. This initiative is the core focus for the Department of Education to strengthen transitions between schools and early childhood services, and builds upon existing networks started before Logan Together Collective. The LT backbone has been one of many stakeholders contributing to a catalysing and enabling role, to supporting the work, assisting with funding applications, and bringing accessible data to the table.

### Context

About 20% of all Logan children who experience disadvantage live in vulnerable neighbourhoods - about 2,800 kids<sup>1</sup>. In some neighbourhoods, children with more complex needs have limited access to resources and support from early childhood and/or health services.<sup>1</sup> Also, in general, early childhood services, schools, health services and social support services, operate independent of each other and are not well connected. In such instances, this disconnect means that early childhood services and education systems may not be set up to adequately support and address the increased needs of local children.<sup>2</sup> The premise for the networks is that an integrated early childhood workforce could help transform the early childhood sector so that it is better coordinated to provide prevention and early intervention services for vulnerable children.<sup>4</sup> The Early Years Neighbourhood Networks are operating across 25 state and four (4) non-state schools in Logan involving more than 80 early years service providers, government agencies and NGOs.<sup>4</sup>

### Full description of outcome

An integrated network of early childhood services is emerging in Logan. Seven (7) Early Years Neighbourhood Networks have been either formed or strengthened (as of August 2018). Each network comprises early childhood services and schools with some networks including health and social services and early childhood coaches.<sup>2</sup> The networks aim to deepen the transition support through eventually building transdisciplinary professional community linkages so they can work towards a shared agenda to better support early learning pathways and good access to health and support services. The networks are working towards shared decision making, planning and joint professional development to ensure kids are engaged in quality learning experiences and improved transition practices when starting Prep.<sup>4</sup> The

premise behind the networks is that this will increase the percentage of kids who are developmentally on track when starting school, particularly for communities experiencing vulnerability, and contribute towards Roadmap goals.<sup>5</sup>

The networks have been strengthened by the inclusion of early years coaches who are positioned and resourced within the networks. Early years coaches have been assigned to 3 networks to improve planning and professional development as key component of coordinated approach across education for children aged 0-8 years and identify the priorities of the community.<sup>4</sup>

Currently, the Early Years Neighbourhood Networks include Eagleby, Yarrabilba and Logan Village, and Kingston/Marsden/Berrinba areas. In 2018, Yarrabilba Family, Children and Community Hub opened next to the Yarrabilba State School.

Since the initiative, it was reported that the strengthened networks have helped build cohesiveness between the different stakeholder groups and developed partnerships between schools, early childhood education centres, early years' centres (providing education and health services), the Queensland Government and other stakeholders. The networks also provide an opportunity for integrating the workforce and for joint professional development.

*"Getting schools, early years' centres and other networks involved and coming and meeting regularly has been a substantial change due to these neighbourhood networks."*<sup>7</sup>

One respondent stated that the new approach to networking means that coaches have a strong focus on developing pedagogical practices, and can work toward building up and sustaining the wider network participation and identifying the priority areas most relevant at the neighbourhood level (such as in language development).<sup>6</sup>

Early reported outcomes include:

- 1) There are now 7 Early Years Neighbourhood Networks operating across Logan City, some of which include early childhood education and care services, schools, health and social services.
- 2) Three (3) early years coaches are employed to work with three of the networks.
- 3) Two (2) schools were granted the Step Up Grant and use Cycle of Inquiry as a planning tool, and a third network received a Bendigo Bank Grant.
- 4) There have been a range of well-received early years activities e.g. sharing professional development, excursions to schools, under 8s week, family fun days etc. to support kindy enrolment and transition to primary school. 54 ECECs (early childhood education centres) and 15 schools contributed to children's artwork display as part of Under 8s Week. This shows that more ECECs are attending the networks, and more conversations, planning and actions are happening between ECECs and schools.<sup>10</sup>
- 5) Progress towards implementing transdisciplinary models for the networks. An emerging example of integrated transdisciplinary services is the Yarrabilba hub that will be opened next year. In this instance, principals and deputy principals are engaging more in the early years.<sup>10</sup>

*"Principals from 3 schools, as well as stakeholder from the Children's Health Centre; Child Health Queensland came to the meeting to get to transdisciplinary support. The trust in room was amazing. It has come from Early Years Neighborhood Network". They were looking at how to offer wrap around support that needs to happen from the different partners. It is really early days, the first meeting only just happened... They know that kids from one school end up at another school and there is a need to all work together."*<sup>8</sup>



## Significance: Why this outcome is important

The Early Years Neighbourhood Networks are important for building professional community linkages, such as among early years centres and schools, and other disciplines like health and social work. The forums create new and improved opportunities to share stories, knowledge and challenges, and identify the social and emotional wellbeing of children, and what they can do to support the journey of families and children as they move through the education system. Sharing challenges from different disciplines through these networks is important for understanding where the gaps are, and what happens when children don't have access to early childhood education before they go into school, for instance. Prior to the networks, schools and early years centres, for instance, had their own separate languages and agendas for what they were trying to achieve.<sup>7</sup>

There are also broader strategic links for this project. Allocating a coach for each neighbourhood network who can support the assessment of the needs of their area, and liaise with providers is very important because having health and other agencies working together will help achieving outcomes at a local place (at the neighbourhood level). It also has the potential to contribute to the *Our Future State: Advancing Queensland's Priorities* under *Give all our children a great start* (including the target that by 2025 only 22% of children will be vulnerable, which it is currently sitting at 40% in some locations).<sup>6</sup>

## Next steps

There is still much work to be done before integrated services become deeply embedded across Logan. Increasing capability and capacity for transdisciplinary collaboration is a key enabling factor.

## Contribution of Logan Together collective

The ground swell for the collaboration started before LT. It is evidenced that the Department of Education (DoE) has been the key driver with support from key partners like Logan Together. Key partners for this approach include early childhood services, health services, and social support services. As part of the collaborative effort, the LT collective helped build awareness of the importance of the early years through marketing, community conversation and media events.<sup>10</sup>

In conclusion the collaborative approach provides the platform for strengthening Early Years Neighbourhood Networks in Logan, and this project holds promise for more integrated service delivery.

## Contribution of Logan Together backbone

LT backbone team has played a catalyst and enabling role in a number of aspects of this approach. The backbone team has brought data to the collaboration and participated in the governance arrangements including Quality Beginning, Quality Futures forum and Neighbourhood Networks Advisory groups, both chaired by DoE to oversee progression and implementation of Neighbourhood Networks. Logan Together backbone has facilitated meetings to progress the transdisciplinary model<sup>1,10</sup>

One specific example of the catalyst role played for bringing together stakeholders around the formation of the Yarrabilba/Logan Village (in process) is described below:

*"Bringing these people [schools, children's health centre, Child Health Queensland etc.] together wouldn't have happened if LT backbone wasn't around the table and round the table for a while. We don't have a hidden agenda. We bring in skills to facilitate conversations to move them into action and backing this up by data."*

*“(LT backbone) played a key role [in the Yarrabilba hub/Neighbourhood Network]. (LT backbone member) has been attending Local Level Alliance meetings (LLA) meetings for a long time, and in getting involved in this, (they) saw opportunity to bring the stakeholders (Yarrabilba and Logan Village) together and then pulled other in to support. The child protection person was invited in as relevant invitee, a strategic person to have at the table.”<sup>8</sup>*

LT backbone team has also completed funding submissions through the School Plus Fair Education program to employ a Transdisciplinary Support Coordinator for the Networks.

There is a case that the LT backbone helped facilitate and support some outcomes related to the Early Years Neighbourhood Networks, as one of several key partners. Some key informants believe the backbone played a critical role, but this claim needs to be strengthened by further robust inquiry.

### Cross case analysis

<p><b>Which of the Roadmap outcomes is applicable?</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ready to have kids</li> <li><input type="checkbox"/> Good start in life</li> <li><input type="checkbox"/> On track at 3</li> <li><input type="checkbox"/> <b>On track at 5</b></li> <li><input type="checkbox"/> Family foundations</li> <li><input type="checkbox"/> A strong community</li> <li><input type="checkbox"/> <b>Effective systems</b></li> </ul>
<p><b>Which of the systems change domains is applicable?</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Domain 1: leadership and community agency</li> <li><input type="checkbox"/> <b>Domain 2: changes in resource flows</b></li> <li><input type="checkbox"/> <b>Domain 3: Practices/services/social innovation</b></li> <li><input type="checkbox"/> Domain 4: Stage and Federal policy and other ripples</li> <li><input type="checkbox"/> Domain 5: early outcomes for families or children</li> </ul>
<p><b>Which of the enablers were present in this case?</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Building relationships across disciplines (added)</b></li> <li><input type="checkbox"/> Learning culture</li> <li><input type="checkbox"/> <b>Using evidence</b></li> <li><input type="checkbox"/> Leaders listening to community</li> <li><input type="checkbox"/> Backed by great Governance</li> <li><input type="checkbox"/> Driven community priorities</li> <li><input type="checkbox"/> <b>Systems thinking</b></li> <li><input type="checkbox"/> Best practice decision-making</li> </ul>
<p><b>Which Queensland Government contribution area (2017) does it align with?</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Child and maternal wellbeing</li> <li><input type="checkbox"/> Integrated services</li> <li><input type="checkbox"/> Support to succeed in education</li> <li><input type="checkbox"/> Community engagement and education strategies</li> <li><input type="checkbox"/> <b>An integrated early childhood workforce</b></li> <li><input type="checkbox"/> Shared outcomes framework</li> <li><input type="checkbox"/> Improved access and use of data</li> <li><input type="checkbox"/> Options for flexible funding</li> <li><input type="checkbox"/> Approaches to realigning investment</li> </ul>

## Evidence

The following evidence exists for the changes detailed above. Superscript in the text links the statement to the evidence source.

1. LT projects update 2018: documentation provided by backbone team
2. Documentation provided by backbone team
3. Documentation provided by backbone team
4. Cited in the Queensland Government 2017 progress report
5. LT website: <http://logantogether.org.au/whats-happening/projects/#section2>
6. MSC interview #9
7. MSC interview #16
8. MSC interview #8
9. Queensland Government contributions to the Logan Together Roadmap (to December 2017), p.6.
10. Participant feedback, Reflection workshop for Logan Together (3 September 2018), facilitated by Clear Horizon, Griffith University Logan Campus.

## Methodology of contribution

The [what else tool](#) was used to a degree, but more data is needed to complete the test.

Key informants were consulted through interview, as well as triangulating with written documentation/reports. The outcome claim is supported by some evidence but could be strengthened, some comparative data could be provided around the outcome, for example, have Neighbourhood Networks been strengthened in other areas? The strength of evidence is low-medium.

The contribution of the LT backbone appears to be medium, and is backed by some qualitative data. It would be strengthened from verification by more partners.

## Annex 5f: Enrol in Prep 'golden thread' case study #6

<b>Enrol in Prep Case Study</b>	Outcome domain	On track at 5
	Overall outcome rating	Low
	Significance	Low-medium
	Evidence of outcome	Low
	Level of contribution of LT	Medium
	Evidence of contribution	Medium

### Summary

In 2017 the Enrol in Prep awareness campaign produced and distributed a suite of materials to raise awareness about enrolling in school. The materials included the Starting School Checklist, 'We Are Ready For Big School' poster, and localised postcards with contact details for schools in each local area. The campaign materials were distributed to parents as an information source for what is needed for their children to start Prep to reduce the number of Logan children who delay starting their school year, or starting school being less prepared or settled than their peers. The campaign has resulted in new collaborations, including with corporate partners, and deepened relationships with schools on this issue. The campaign materials are a result of early community efforts (through the Woodridge North Early Years Neighbourhood Network), and the Logan Together backbone team adopting the group's Enrol in Prep collateral design, which was then aligned to Logan Together's user-friendly and community-facing co-brand, The Early Years.

There are early results indicating that at several schools less children are enrolling late (in 2017-18 enrolment period versus 2016-17), and in two schools there were less instances of parents enrolling without birth certificates, however further evidence is needed to substantiate the roles and contributions of LT collective and backbone to this result via the campaign. The final suite of materials and distribution was a collaborative effort, shared across Logan Together partners.

### Context

It has been identified that in the past, many children throughout Logan have either been turned away from school on day one for reasons which are avoidable, or been unprepared to start school and have had late enrolment. Some local schools reported around 40% of Prep students enrol just a couple of weeks before the start of term, which can leave children less prepared and settled than their peers.<sup>1</sup> Parents face a range of barriers such as lack of awareness and local knowledge, such as for those new to Queensland or Australia, and financial barriers which could hinder them from buying school materials and/or their child's birth certificate.<sup>2</sup> Late enrolments can lead to resourcing implications for schools and is also considered important for children, in terms of their level of preparedness for school.

### Description of the outcome

The Enrol in Prep campaign aims to promote timely enrolment in primary school, to avoid delays and the implications of late enrolments for children and schools.

In early in 2017, members of the Woodridge North Early Years Neighbourhood Network formed a working group to kick off a campaign to increase awareness among parents of what was needed for their child to start Prep. The aim was to develop and share a range of parent-friendly information including Prep starting dates, enrolment requirements, school catchments, and the skills children should have tried to master to help them negotiate the classroom routines.<sup>2</sup> The group created concepts for a range of collateral communicating this information. A range of community conversations took place to guide what content

was needed in the suite of collateral, which would best assist families.<sup>1</sup> Marsden, Crestmead, Kingston, Berrinba East Early Years Neighbourhood Network (EYNN) came up with the postcard concept and the Woodridge EYNN came up with the Enrol to Prep Checklist, and We Going to Big School Poster.

The campaign has created a new cohort and collaboration, with a place focus, working to improve enrolment timing and outcomes. The collaboration includes a mix of partners including with the local McDonalds franchisee. For many involved, the partnership with McDonalds is considered to be a win for the campaign, given McDonalds is a good space for the Early Years messages due to the stores' popularity among young families in the area<sup>2</sup>. The stores that featured the posters and checklists, and distributed postcards to families buying Happy Meals at peak times included Holmview, Beenleigh, Eagleby, Marsden and Logan Central. The campaign and partners supported schools, as for many schools they are unable to drive such projects alone.<sup>3</sup>

The materials were distributed at local community events and fun days, and by Logan Together partners who work with families – well over 100 services received the collateral, with feedback extremely positive.<sup>2</sup> The campaign engaged ACCESS hubs and volunteers and included engagement with Pasifika community.

Based on known prep enrolment data from various schools (comparing 2016/2017 and 2017/2018 enrolment periods) the following trends have been documented<sup>2</sup>:

1. Of the seven (7) schools with data, six (6) had a decrease in number of children enrolling after Day 8 (Marsden State School, St. Francis College Crestmead, Burrowes State School, Waterford West State School, Woodridge State School and Berrinba East Primary School).
2. Decrease in number of parents trying to enroll without birth certificate (Marsden State School and St. Francis College Crestmead).
3. Increase in number of children enrolling before end of the year (Burrowes State School).
4. Increase in number of children enrolled before Day 8 (Mabel Park State School).
5. In 2017/2018 enrolment period, Mabel Park State School purchased all 35 birth certificates, which is the number of parents with barriers to obtaining a birth certificate in the 2016/2017 enrolment period.

While the above trends have been identified and recorded for the target schools, there is insufficient evidence to determine the contribution of, and correlation with Enrol in Prep campaign.

It is noted, that the campaign has been favourably reviewed anecdotally by a number of research participants, and the outcome statement was reviewed as part of the shared reflection process with stakeholders for this report.

## Significance of the outcome

It is important to raise awareness among parents of what is needed for their child to start Prep. While parents face many barriers at the time their child is starting, it is important that the early years period is a positive one.<sup>2</sup> With parents better informed, their children would be better placed to enrol at the appropriate time to avoid being turned away. Also, with parents more aware of what kind of support their child needs, children can be better prepared to transition to school life.

## Next steps and prospects for implementation

Baseline enrolment data/rates from previous years is needed to compare to current year (post-implementation). While schools are being encouraged to gather and document additional data to support the campaign and monitoring of results, consistent and reliable methods for data collection need to be established.

The campaign will continue to be rolled out. For 2018, Logan Together is hoping to replicate the campaign success of the McDonald's partnership.<sup>2</sup>

## Contribution of Logan Together collective and the backbone

There was good collaboration with schools, and Logan Together was the broker that brought people together.<sup>3</sup>

*“The group created concepts for a range of collateral communicating this information, the design of which was later taken on by Logan Together’s backbone team. The Enrol in Prep collateral design was aligned with Logan Together’s user-friendly and community-facing co-brand, The Early Years. A range of community conversations took place to guide what content was needed in the suite of collateral, which would best assist families. There was also extensive consultation with the Department of Education, and the final product had their endorsement.*

*“The final suite of materials was developed and shared across Logan Together partners, and included a Starting School Checklist, We Are Ready For Big School poster, and localised postcards with contact details for schools in each local area.”<sup>3</sup>*

Key partners include:

- McDonalds
- Department of Education
- Early Years Neighbourhood Networks
- ParentsNext providers
- ACCESS Community Hubs

As per above, the Logan Together backbone team drew upon the design developed by the Woodridge North Early Years Neighbourhood Network working group. The Enrol in Prep collateral design was aligned with Logan Together’s user-friendly and community-facing co-brand, The Early Years. The Early Years Neighborhood Network and Logan Together backbone team are delivering the project, and have had some success in making changes<sup>3</sup>.

## Cross case analysis

<p><b>Which of the Roadmap outcomes is applicable?</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ready to have kids</li> <li><input type="checkbox"/> Good start in life</li> <li><input type="checkbox"/> On track at 3</li> <li><input type="checkbox"/> <b>On track at 5</b></li> <li><input type="checkbox"/> Family foundations</li> <li><input type="checkbox"/> A strong community</li> <li><input type="checkbox"/> Effective systems</li> </ul>
<p><b>Which of the systems change domains is applicable?</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Domain 1: leadership and community agency</li> <li><input type="checkbox"/> Domain 2: changes in resource flows</li> <li><input type="checkbox"/> <b>Domain 3: Practices/services/ social innovation</b></li> <li><input type="checkbox"/> Domain 4: Stage and Federal policy and other ripples</li> <li><input type="checkbox"/> Domain 5: early outcomes for families or children</li> </ul>
<p><b>Which of the enablers were present in this case?</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learning culture</li> <li><input type="checkbox"/> Using evidence</li> <li><input type="checkbox"/> Leaders listening to community</li> <li><input type="checkbox"/> Backed by great Governance</li> <li><input type="checkbox"/> <b>Driven community priorities</b></li> <li><input type="checkbox"/> Systems thinking</li> <li><input type="checkbox"/> Best practice decision-making</li> </ul>
<p><b>Which Queensland Government contribution</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Child and maternal wellbeing</li> <li><input type="checkbox"/> Integrated services</li> <li><input type="checkbox"/> <b>Support to succeed in education</b></li> </ul>

<b>area (2017) does it align with?</b>	<input type="checkbox"/> Community engagement and education strategies <input type="checkbox"/> An integrated early childhood workforce <input type="checkbox"/> Shared outcomes framework <input type="checkbox"/> Improved access and use of data <input type="checkbox"/> Options for flexible funding <input type="checkbox"/> Approaches to realigning investment
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### Evidence

The following evidence exists for the changes detailed above:

1. Data provided by Logan Together backbone team (project status reporting)
2. Logan Together. 2018. Enrol in Prep report. Produced by LT backbone team
3. Participant feedback, Reflection workshop for Logan Together (3 September 2018), facilitated by Clear Horizon, Griffith University Logan Campus.

### Verification process

The [what else tool](#) was used to a degree, but more data is needed to complete the test.

A principal evidence source for this outcome is a project report developed by the backbone team, which includes data recording instances for 6 of 7 schools evaluated, showing a decrease in the number of children enrolling late. While the report provides data sets showing improved enrolment outcomes, the report has no detailed methodology or contribution analysis included, and these trends are not verified as results of the campaign. The level of evidence is considered low.

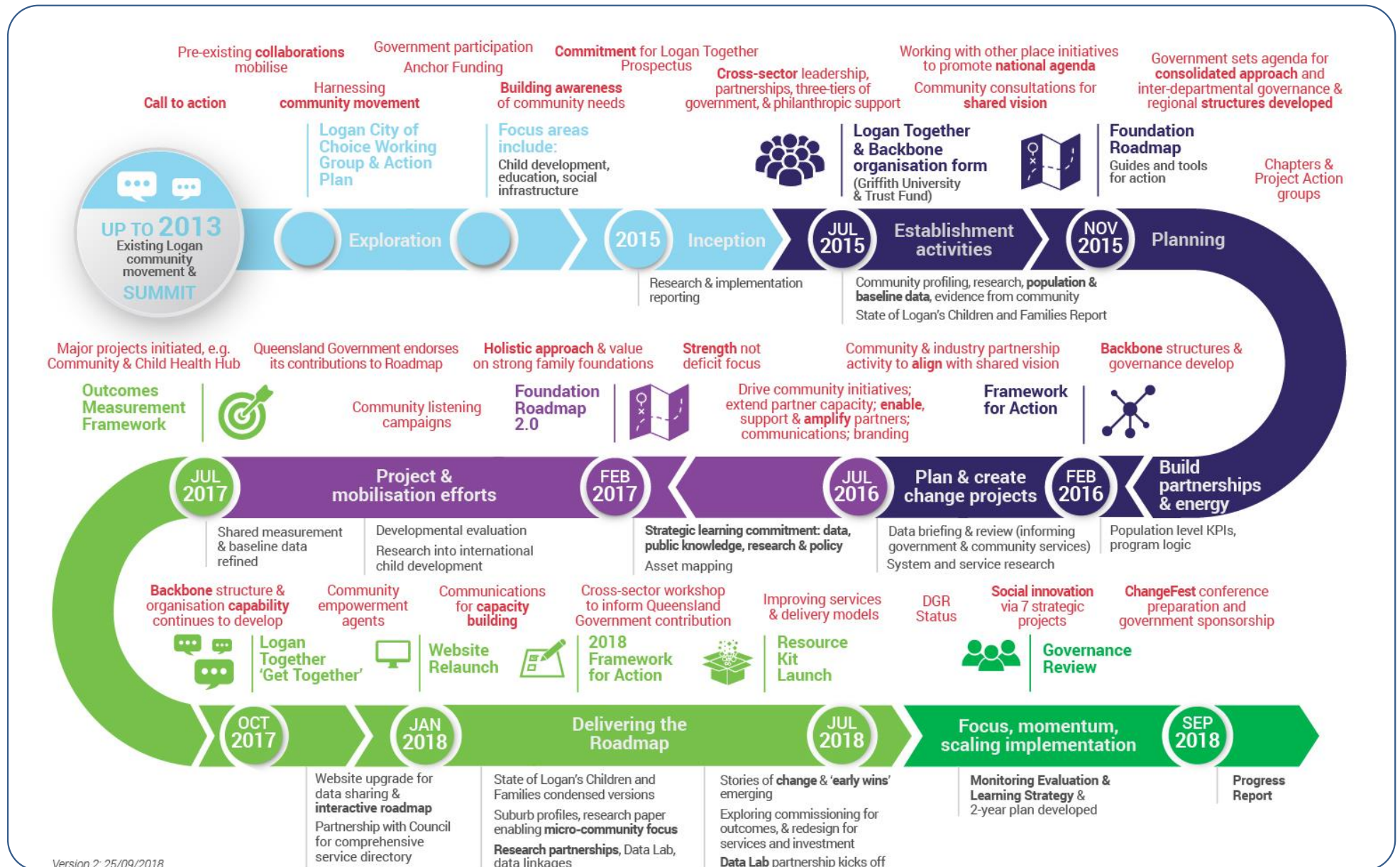
Logan Together appears to have played a central role in the development and implementation of the campaign – although the claim would be strengthened by checking for trends in enrolment in other schools. The claim would also be strengthened with further verification by more partners.

Level of contribution is medium; evidence of contribution is medium.



# Annex 6: Logan Together timeline - 'Initial years' (up to September 2018)

[Key: Red text describes activities/outputs/approaches; black text are examples of learning & evaluation activities/outputs/approaches. Not to scale. For best results print as A3.]



## Annex 7: Historical overview of Logan Together

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This summary is sourced from the May 2018 Interim Progress Report produced by Clear Horizon as part of the preliminary research for the progress study.

### Inception

Logan Together is the result of the collective efforts of many passionate people. Several driving forces culminated in the formation of the Logan Together place-based initiative. First, Logan had a pre-existing history of service collaboration prior to the inception of Logan Together. Precursors included Federal and Queensland Government investment e.g. the 'Early Years Centres' (state) and 'Communities for Children' (federal); the Logan Child Friendly Community Consortium which took an active role in promoting community collaboration; engaged inter-agency networks and a history of cross-sector initiatives such as Logan's involvement in the Child Friendly Cities movement. Second, in 2013, the Logan City Summit was held in response to a neighbourhood disturbance in Woodridge (that was escalated by the media), resulting in a community led 'call to action' by residents, local leaders, and a wider group of stakeholders. The follow-on work from the Logan City Summit galvanised significant local interest for creating change. Across 2013-15, working groups explored possibilities and future priorities for action that could lead to better opportunities for children and young people in Logan.

Logan Together was officially launched in July 2015. Griffith University became the backbone organisation, auspicing the initiative and hosting the backbone team (staff dedicated to coordinating and enabling the collective).

The partners committed to the Logan Together shared goal and Roadmap are diverse and include many residents, people working in Logan and over 100 community, not-for-profit and government organisations. Participating stakeholders include community members, non-government organisations and service providers, and funders. In parallel, cross government groups have been established to coordinate the alignment of government contributions and Roadmap focus areas, such as Queensland Government's (QG) Logan Inter-Departmental Committee (IDC) and Regional Coordination Group. Australian and Queensland Government contributions extend beyond funding to include in-kind support and resources (e.g. secondments to Logan Together as a shoulder-to-shoulder approach with community partners during its establishment) and ongoing involvement in governance, chapter groups, and delivery. At the local level, Logan City Council is involved to coordinate alignment with local government efforts.

### Structure, governance and decision making

Griffith University was selected on application to be the backbone organisation for Logan Together, on the basis that they were impartial and not part of the service delivery ecosystem in Logan. An important part of the set-up of Logan Together was the Child Friendly Community Consortium Trust, which holds the funds that finances Griffith University's efforts as the host organisation, including hiring the backbone team (Logan Together, 2017). Logan Together's backbone team is a key driver for the place-based initiative, and the team is skilled in communications, project management, community engagement, and data and systems analysis. Working closely with the backbone team as part of the broader backbone structure are contributors from government and governance networks such as Chapters and Project Action Groups; Logan: City of Choice; and Logan Community Alliance. Combined, the backbone organisation and structure

supports and enables Logan Together partners (such as service providers and community organisations) to align their activities with the shared vision and goal.

As a multi-partnership, cross-sector endeavour, Logan Together has a number of collaboration arrangements (see Logan Together, 2017). The Cross Sector Leadership Table (CSLT), the peak leadership body whose role includes overseeing the backbone team and providing guidance on strategic projects, is the way Logan Together makes decisions.<sup>8</sup> It comprises senior leaders from the local community, Government (federal, state and the Logan City Council); not-for-profits; and five Management Committee members (Logan Together, 2017). Industry Chapters and networks, specific to a sector and/or issue, sit beneath CSLT; they oversee community representation and efforts. Chapters and networks include: Child and family chapter; Education chapter; Employment and training chapter; Housing and homelessness network; and Early Years Neighbourhood Networks.

Cross Government Groups support cross-government coordination. The Queensland Government has established the Logan IDC to coordinate central policy and strategic input and Regional Coordination Group (RCG) to integrate regional activities to support its contributions to the initiative's overarching goals to the Logan Together Roadmap (DCDSS, 2017). Individual QG departments lead agency responsibilities for specific initiatives. The Department of Communities, Disability Services and Seniors (DCDSS), as the lead agency coordinating the IDC and RCG groups, collaborates with other QG agencies, Logan Together and the Australian Government through the Department of Social Services (DSS). The Australian and Queensland governments support to Logan Together extend beyond financial contribution for the backbone specifically, and include other resources and support provided to other areas within the collective such as through delivery of and/or investment in priority projects, and in-kind through participation in chapter groups and governance structures.

At the local level, and managed by the Logan City Council, the Logan City of Choice Leadership Team oversees the Logan: City of Choice Action Plan, which includes Logan Together as a key project (arising from the Logan: City of Choice Summit held in February 2013). The initial 2-year action plan was implemented in 2013-15, and was refreshed and refocused for 2017-19 to progress initiatives in priority areas including social housing, place-making, education and employment pathways. The City of Choice Leadership Team includes representatives from the Australian Government, Queensland Government, Logan City Council, community, non-government organisations and sector experts.

Logan Together backbone projects are developed by collaborative groups, with each project consisting a convenor and working group. These projects use a planning framework based on a Program Logic methodology and five overarching steps to guide the process. For 2018, CSLT has prioritised [seven strategic projects \(See Section 2.4\)](#). Community members take part in the co-design through working groups and [decision-making bodies](#).

### **The place-based and collective impact approach adopted by Logan Together**

The place-based approach adopted by Logan Together utilises a collective impact model, and has been informed by community and engagement approaches from the Harwood Institute framework, and theories by Kania and Kramer (2011), Weaver and Cabaj (2013), and Rubenstein and Hogan (2016). In line with Department of Social Services reporting requirements, Logan Together applies the Strive Together framework to document progress across the pillars: Shared Community Vision; Evidence-based Decision-Making; Collaborative Action; and Investment & Sustainability. In their work on Logan Together,

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<sup>8</sup> A process of governance review is in the process of being conducted at the time of the writing of this report.

Rubenstein and Hogan (2016) proposed a progressive shift in principles-based Logan Together implementation and practice (reworked from Kania and Kramer's 5 conditions for CI: common agenda; shared measurement; mutually reinforcing activities; continuous communication; and backbone support) and identify a set of 12 principles relevant for the CI. The principles, while not formally adopted by Logan Together, provide insights into the 'moment in time' priorities and practice during 2015-17 (Rubenstein, 2017).

## Annex 8: Progress on monitoring, evaluation and learning (including shared measurement)

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Progress has been made in a number of areas across monitoring, evaluation and learning. This section provides a brief overview of the key elements of the work to date. Further details are contained in the 'Background Document for the MEL Strategy'.

During the phases of inception and establishment, Logan Together undertook foundational work to build a system for shared measurement, which included a focus on baseline monitoring of population level targets and strategic learning; evaluation work was also conducted. From April–August 2018, a process of stakeholder consultation and co-design was undertaken to develop a draft Monitoring, Evaluation and Learning (MEL) Strategy and 2-year Plan for Logan Together, led by Clear Horizon in partnership with TACSI.

### MEL Strategy and Plan (draft)

The MEL Strategy and Plan provide a long-term (2018-2025) and short-term (2018-2020) methodology and operational plan for MEL for Logan Together. It aims to build on the previous work, and provide tools and approaches for evaluating intermediate outcomes and increasing the inclusion of community voice and stories. The proposed MEL Strategy drafted September 2018 has not formally been adopted as yet. The work was commissioned by DCDSS and DSS, in collaboration with Queensland Government agencies and Logan Together. It was, as part of the development of an evaluation methodology for place-based projects, using Logan as a proof-of-concept site. Based on an early evaluation readiness assessment, the MEL work has the potential to present capacity and capability challenges if not adequately resourced.

The MEL plan provides:

- a theory of change model that shows how the Logan Together backbone and the broader collective expect to bring about outcomes in the short, medium and longer term
- methods for clarifying the role and claim of backbone versus the collective as a whole
- a set of overarching and key evaluation questions to cover and describe the whole MEL plan
- a balanced focus on strategic learning as well as contribution to outcomes
- monitoring and story-based techniques to capture community and systems change (for example: changes in community agency; behaviour change of funders and service providers; changes in cross-sectoral relationships; and improvements in flows of resources etc.)
- means to understand different scales of impact (instances, cohort and population impacts) and how contribution will be assessed
- performance measures around core domains of child wellbeing, educational and employment outcomes for parents, housing stability, and social and emotional wellbeing.

### Outcomes framework for shared measurement

During the inception and establishment phase, Logan Together developed a statistical profile of 43,319 children under 8, particularly on elements that influence child development. Professor David Hogan's extensive analysis, documented in *The State of Logan's Children and Young People Report (Volumes 1-3)*, was a formative body of research that has informed the Roadmap work. This research has been issued as several iterations, the latest of which provides abbreviated community suburb profile baseline information.



Since 2015, Logan Together has been active in progressing their data program and research alliances, and producing substantial information products and public knowledge assets. These activities and outputs have been part of Logan Together's shared measurement approach, which is underpinned by the outcomes framework for the Roadmap.

Progress has been made toward population level outcome data measures including baseline indicators of social disadvantage and their attendant risk and protective factors at population and individual levels (Logan Together, 2016). These statistical resources inform the targets and strategies for closing the gap between Logan and Queensland benchmark numbers for childhood development (Logan Together, 2015). Linked with this is the Logan Together Foundation Roadmap scoreboard, the principal means for tracking progress at the population level against the Roadmap outcomes framework. The scoreboard is organised into two categories against 'Big results' and 'Big influences'.

Collection and organisation of population level data has been a key foundation for strategically informing the shared vision, Roadmap process and community engagement process. In late 2017 and early 2018, Logan Together made efforts to improve data accessibility, and this included a website upgrade to enable data sharing and the launch of a Resource Kit with user-friendly research summaries. Logan Together publishes their monitoring progress on an online dashboard (dynamic version of the Roadmap).

Population level baselines, targets and the shared outcome framework are significant milestones, which have been backed by in-depth and sophisticated research into early childhood development. Significantly, the research enables risk and protective factors to be identified at suburb level using population data. This was not previously available and has improved understanding of community needs and profiling of micro-communities in Logan.

## Evaluation

Between 2015-2017, two evaluative annual progress reports on Logan Together were produced. This included an external evaluation of implementation by 99 Consulting (Eastgate and Birskey, 2016) and findings from a period of embedded Developmental Evaluation (Rubenstein, 2017). The latter research involved a community survey that assessed the fidelity to 'good practice' against drafted principles.

## Strategic learning

Strategic learning is a key focus taken by Logan Together and the backbone team. The focus is on developing a culture of learning and a strategic learning framework (that uses public knowledge, data, and research and policy). This includes working to identify and create the necessary feedback mechanisms to collect and share learning for strategic decision making. One example of a strategic learning initiative led by the backbone organisation to date is the Logan Together community services mapping which has been used to inform action-oriented strategies such as for improving integrated service responses. These pieces of work combine to provide both a 'bottom up' and 'top down' view of the Logan Together context.

## Regional Innovation Data Lab Program

Logan Together has recently developed a partnership with Griffith University's Data Lab that is anticipated to further progress and refine their population monitoring approach. While this partnership is in its early stages, it represents a significant resource and alliance for Logan Together. The Data Lab was set up by the university with the aim to enable governments, industries, researchers and citizens to use and share data on key urban and regional trends and issues in order to increase regional innovation. For the Logan Together

data partnership, the Data Lab will contribute to the data analysis and visualisation of population level data relevant to the Roadmap and scorecard. It is intended that the data ecosystem analysis will use 'place', rather than discipline or agency, as the data linking framework.