# Putting data to work





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### Managing expectations?



### Our work needs to be targeted

#### Equality



The assumption is that everyone benefits from the same supports. This is equal treatment. Equity



#### Everyone gets the supports they need (this is the concept of "affirmative action"), thus

"affirmative action"), thus producing equity.

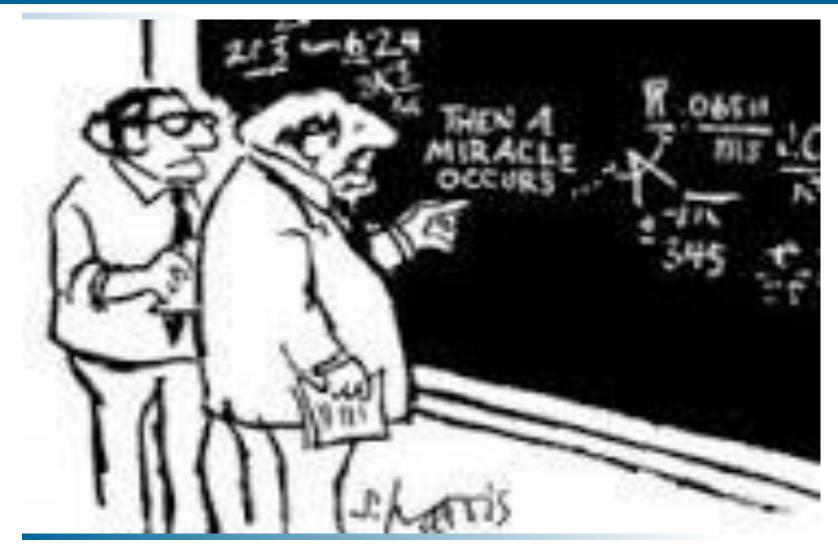
#### Justice



All 3 can see the game without supports or accommodations because **the cause(s) of the inequity was addressed**. The systemic barrier has been removed.



#### The role of data in our work





#### Data is about people NOT numbers

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- Measuring the effectiveness of an activity/program/event
- Identifying effective/ineffective and new practices
- Proving your value to existing and potential funders and community
- Clarifying the purpose of your organisation's work

But most importantly, to work towards better outcomes for the

children, young people, families and communities we work with!

- ✓ Are we doing the right things?
- ✓ Are we doing those things right?



### How do you start?

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## What problem are we trying to solve?

## What does the evidence say?



## Who should we be working with?

## How will we know if we have made a difference?



## Logic Model

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Below is an example logic model for a parenting program targeting disadvantaged families:

			"Consequences"					
Issue	Participants	Evidence	Activities	Outputs	Short-term Outcomes	Medium-term Outcomes	Long-term Outcomes	Impact
What is the social issue you are responding to?	Who are the people upon whom you want to have an effect? Other stakeholders?	What does the evidence say is the best way to respond to the social issue?	What will you do with the participants? – what activities/ services will you provide?	What will happen to the participants through doing those activities?	What will be the immediate changes in the participants lives?	What will be the intermediate changes in the participants lives?	What will be the long-term changes in the participants' lives?	What will it look like when the social issue has been addressed?
e.g. X% of children from disadvantaged backgrounds in NSW are not school-ready at age 5	e.g. Children from disadvantaged backgrounds aged under 5 in NSW	e.g. • Evidence about childhood development goals • Evidence about attachment theory	e.g. Parenting course teaching parents how to discipline and encourage children, understand the needs of their children, and be educators	e.g. • 100 parents attend 10 sessions of the parenting course over a three month period	<ul> <li>e.g.</li> <li>Parents feel more confident in their parenting skills</li> <li>Parents report greater involvement in their child's development</li> </ul>	<ul> <li>e.g.</li> <li>More children attend early childhood education</li> <li>More children achieve development goals</li> <li>Family relationships are strengthened</li> </ul>	e.g. • More children are school ready • Children have a stronger support network • Children are more resilient	e.g. Children from disadvantaged backgrounds have greater ability to learn, contribute and achieve

Human Services Outcomes Framework Guide p.33



### Two types of data

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#### **POPULATION ACCOUNTABILTY:** About the wellbeing of **WHOLE POPULATIONS** Communities – Cities – Countries – States – Nations

#### **PERFORMANCE ACCOUNTABILITY:**

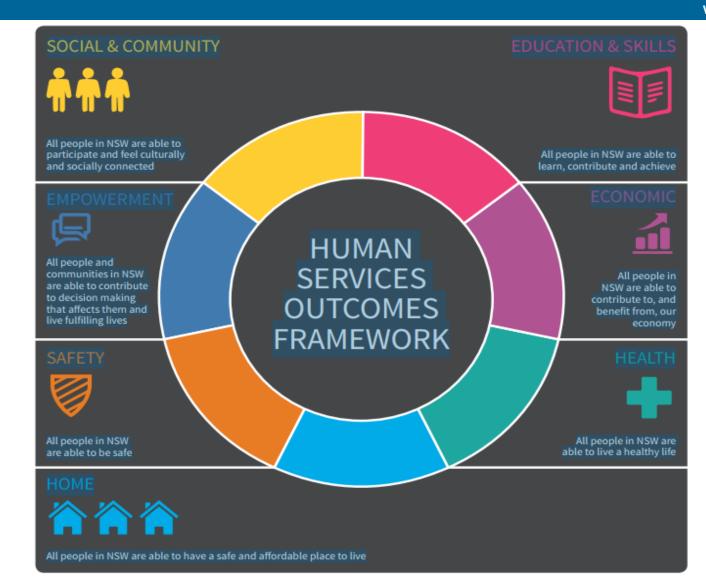
# About the wellbeing of **CUSTOMER POPULATIONS**

**Programs – Agencies – and Service Systems** 

Outcomes can also be described in the context of Population and Program

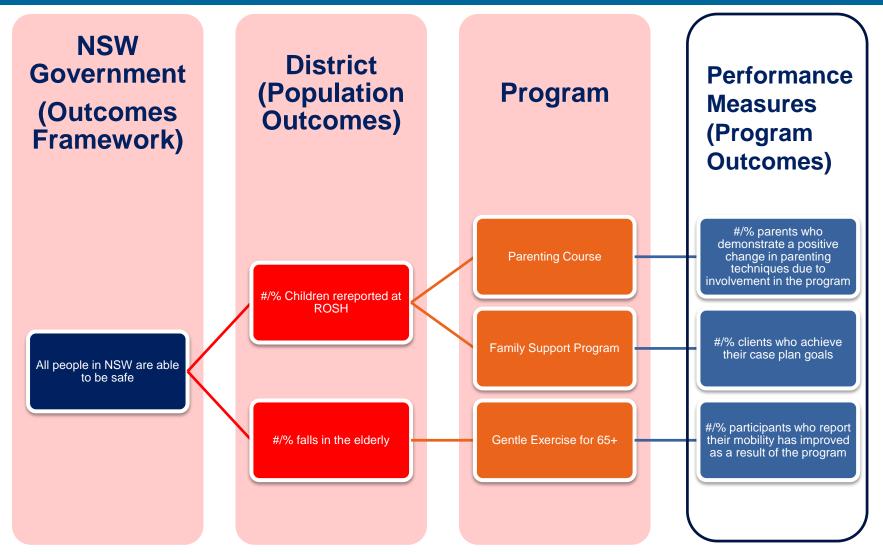


#### **Population Outcome examples**





#### How population and performance meet ©





### **Transparency is key**





#### Investing in children and their families

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## Investing in children and their families

The right support in the right place at the right time

25 June 2018

Concept Paper



### What do 30,000 kids look like?



423 school buses 40 kilometres

We need the right service in the right place at the right time!







