

The 'Community of Services and Schools' Model of early intervention [COSS Model] Program Logic with a Theory of Change component [Columns 2,3,and 4]

1 PROBLEM	2 EVIDENCE	3 INTERVENTIONS	4 MECHANISMS FOR CHANGE	5 PROCESS OUTCOMES	6 CLIENT OUTCOMES			7 GOALS
					Short-term	Medium term	Long term	
<p>The problem: at risk young people are more likely to experience homelessness and disengagement from school.</p> <ul style="list-style-type: none"> Youth homelessness is a concerning social issue associated with a range of poor outcomes for young people, including disengagement from school and long-term disadvantage for some In Australia, the number of young people who seek help from Homelessness services is higher now than a decade ago. The cost of youth homelessness to the Australian community is more than the total costs of all SHS services. Overall, the homelessness service system for young people remains largely crisis-oriented, rather than preventative (MacKenzie, 2019). 	<p>The Geelong Project Interim report (2018) – 40% reduction in adolescent homelessness in Geelong; 50% reduction in risk of homelessness. TGP Summative Evaluation Report (2023)</p> <p>The Albury Project (TAP) Community Report & TAP EDOM Report (2023) – decreased risk of homelessness and improved school engagement from 2019-2022 during the Covid Pandemic.</p> <p>See NSW FACSIAR Evidence Reviews on working with young people.</p> <p>See Child Welfare Information Gateway – Family-Centred Casework Practice info.</p> <p>Kelly, M. etal (2015). The Geelong Project: From local innovation to system reform, <i>Parity</i> 28(3): 14-15.</p> <p>Parity article on the COSS Model.</p>	<ul style="list-style-type: none"> Component 1: Screening of all students The AIAD survey instrument is administered annually to students in schools, ideally in February-March of each year. Component 2: Identification of students requiring additional supports Services look at the screening data and identify students not already getting support, and review whether support is sufficient for those that are. Services then engage with students. Component 3: Case management Services work with students to identify goals and develop a case plan. Services provide supports. Component 4: Referral to other services as required in high need cases with multiple and complex needs. 	<p>Collectives of services and schools are established in each community site, working together (across agencies) with the purpose of reducing youth homelessness and disengagement from school.</p> <ul style="list-style-type: none"> Students screened on an annual cycle for a range of risks; Early intervention workers identify high-at-risk students who need additional support; Lead COSS agency provides most of the case work services; Case workers engage with both young person and their family; Youth and family work addresses whatever the issues are in the family; Support provided mitigate the risk of homelessness and early school disengagement. 	<ul style="list-style-type: none"> Community leaders work with Upstream Australia as innovation developer and backbone support platform on achieving readiness. A COSS Community Collective is formed that has terms of reference and plans for the development of local system changes to achieve better outcomes for vulnerable young people. A proposal for funding is taken up to Government with needs-based metrics for staffing required to reach the achievable outcomes. First year is community building and practical planning for service delivery. A operational team of in-school wellbeing staff and external youth and family workers is formed and learns to collaborate in doing support practice. Screening, monitoring and outcomes are measured and reported by Upstream Australia to the Community Collective and the operational team. In the third or fourth year Upstream Australia under a range of longitudinal analyses of outcomes. 	Homelessness			<ul style="list-style-type: none"> Reduced risk of becoming homelessness Engagement with education Functional health and wellbeing Active connection with community activities and events Active responsibility for self Accumulated cost savings as early intervention is implemented at scale
					Identification of risk of homelessness and engagement	Improved relations with family at home	Safe and secure appropriate accommodation	
					Education			
					Identification of a risk of disengagement from school and risk of leaving school early	Improved engagement at school and/or an alternative educational pathway	Completion of Year 12 or its equivalent (Cert 3 or 4 in TAFE)	
					Health (Mental and/or physical)			
					Identification of health issues	Appropriate health services engaged with and provided	Improved wellbeing and necessary treatments and/or support in place	
					Social & Community			
					Isolated student identified	Participation in community activities happening	Active and engaged person in their community	
					Efficacy & Self-determination			
					Support worker engages with young person with a case work plan	Case work in progress - Students case goals being achieved	Young person making their own decisions and working on personal ambitions and goals	
Economic								
	Cost saving over duration of school attendance	Cost savings over long-term and life-time						

Source: The above template for the Program Logic comes from FACSIAR.