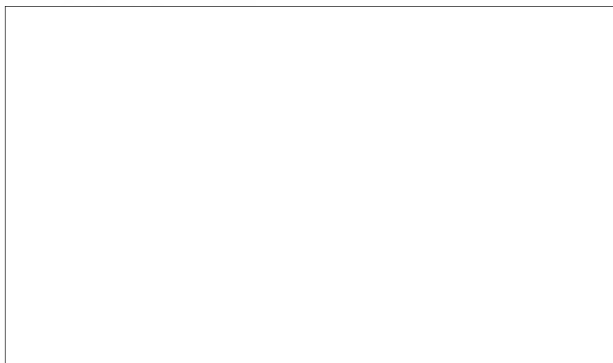




**MINISTRY OF SOCIAL
DEVELOPMENT**

TE MANATŪ WHAKAHIATO ORA



On 7 July 2016, the Ministry provided you with information regarding the Parents as First Teachers Programme (PAFT). You subsequently emailed the Ministry on 7 July 2016 requesting further information on the PAFT programme. The Ministry has previously provided you with a link to the PAFT evaluation report, both the evaluation report and the research snapshot provide key findings across both phases of the evaluation however, the evaluation report provides more in-depth information.

You will find enclosed a copy of a report titled '*Review of Community Investment Parent Initiatives*' dated 28 August 2016. The report described the findings of the Ministry's review of parenting initiatives funded by Community Investment.

I hope you find this information helpful. You have the right to seek an investigation and review of my response by the Ombudsman, whose address for contact purposes is:

The Ombudsman
Office of the Ombudsman
PO Box 10-152
Wellington 6143

Yours sincerely

Bryan Wilson

Associate Deputy Chief Executive, Community Investment



Report

Date: 28 August 2015

Security Level: IN CONFIDENCE

To: Hon Jo Goodhew, Associate Minister for Social Development

Review of Community Investment Parenting Initiatives

Purpose of the report

- 1 This report describes the findings of our review of parenting initiatives funded by Community Investment. It also provides an approach for ensuring that these programmes and services fit with best practice and are appropriately targeted to providing support for vulnerable children.

Executive summary

- 2 The Community Investment Strategy incorporates an Evidence and Evaluation Schedule for evaluating and reviewing programmes to ensure we are investing in the right services for the right people, that spans across:
 - policy reviews
 - service reviews
 - evaluations.
- 3 Minister Tolley has agreed that we should review Parents as First Teachers as part of a review of parenting initiatives and that this review should identify how parenting programmes link with Children's Teams. She also approved the review methodology to be used when undertaking the parenting policy review and other reviews of programmes funded by Community Investment.
- 4 We have used a set of principles that reflect the key questions outlined in the methodology to conduct a policy review of four parenting initiatives funded by Community Investment:
 - Strategies for Kids, Information for Parents (SKIP)
 - Parenting Programme Toolbox
 - Whānau Toko I Te Ora (WTITO)
 - Parents as First Teachers (PAFT).
- 5 We found that:
 - SKIP has most of the components of effective parenting programmes, and it aligns with the priority areas identified in the Community Investment Strategy
 - although there is currently insufficient evidence to determine whether or not Toolbox works as an effective response to the higher level needs of the most vulnerable children, we expect to be in a better position to make an informed decision on this once evaluation findings are available, by the end of September 2015
 - WTITO sits at an intensive support level, in alignment with the priority group set out in the Community Investment Strategy

- in addition to PAFT there is a good range of other prevention and early intervention parenting initiatives, including evidence-based programmes such as Triple P and Incredible Years
 - there is no evidence that PAFT is effective in reducing child maltreatment, or that it could be adapted to become an effective response to the higher-level needs of the most vulnerable children.
- 6 We recommend that:
- the SKIP initiative continue to be funded by Community Investment
 - we report back to you on continued funding for Toolbox after evaluation findings are available
 - you support the transfer of WTITO funding to the Whānau Ora appropriation, as it better aligns with the holistic approach and the priority areas promoted by Whānau Ora, as opposed to the priorities of the Ministry of Social Development
 - you agree in principle that funding for PAFT be reprioritised to initiatives that will contribute towards the best results for vulnerable families.
- 7 We will develop a transition plan that will outline how we will inform communities and work with providers to address the impact of reprioritising funding for PAFT on parents, providers and other programmes and services
- 8 We will continue to work with other government agencies to develop options for reprioritising the funding as part of the advice that social sector agencies are preparing for Budget 2016 on interventions for vulnerable children aged under five.
- 9 We will also report back to you with firm options to reprioritise the funding for PAFT by November 2015, so that you can present these options to the Cabinet Social Policy Committee.

Recommended actions

It is recommended that you:

- 1 **note** that the Community Investment Strategy incorporates an Evidence and Evaluation Schedule that includes a three-tiered approach to reviewing and evaluating programmes, to ensure we are investing in the right services for the right people, that spans across:
- 1.1 policy reviews
 - 1.2 service reviews
 - 1.3 evaluations

Yes / No

- 2 **note** that we have used the methodology for undertaking policy reviews of programmes funded by Community Investment that you approved in 28 July 2015 [REP/15/6/636 refers] to review:

- 2.1 Strategies for Kids, Information for Parents (SKIP)
- 2.2 Parenting Programme Toolbox
- 2.3 Whānau Toko I Te Ora (WTITO)
- 2.4 Parents as First Teachers (PAFT)

Yes / No

3 **note** that SKIP:

- 3.1 has most of the components of effective parenting programmes and is appropriately targeted with a child-centred, family focus
- 3.2 aligns with the work currently being undertaken by Children's Teams
- 3.3 aligns with the priority areas identified in the Community Investment Strategy

Yes / No

4 **agree** that funding for Toolbox remains unchanged until evaluation findings are available for this programme in September 2015

Agree / Disagree

5 **note** that WTITO best aligns with the work of Whānau Ora, and that consideration is being given to transferring this programme to Whānau Ora

Yes / No

6 **note** that the Ministry of Social Development and Te Puni Kōkiri are working together to provide the Minister for Whānau Ora with information on targeting and effectiveness of WTITO

Yes / No

7 **agree** in principle that funding for PAFT should be reprioritised as:

- 7.1 in addition to PAFT, there is a good range of other prevention and early intervention parenting initiatives
- 7.2 although there is evidence to support the effectiveness of some of these early intervention programmes, such as Triple P and Incredible Years, there is no evidence that PAFT is effective in reducing child maltreatment
- 7.3 there is also no evidence to suggest that PAFT could be adapted to become an effective response to the higher-level needs of the most vulnerable children

Agree / Disagree

8 **note** that reprioritising funding for PAFT will have an impact on parents, providers and other programmes and services, and that we will address these impacts by developing a transition plan that will outline how we will inform communities and work with providers to ensure there is no gap in service provision

Yes / No

9 **agree** that we will continue to work with other government agencies to develop options for reprioritising the funding currently provided for PAFT as part of the advice that social sector agencies are preparing for Budget 2016 on interventions for vulnerable children aged under five

Agree / Disagree

10 **agree** that we will report back to you with recommendations by November 2015 on:

- 10.1 the continued funding of Toolbox
- 10.2 firm options to reprioritise the funding for PAFT, so that you can present these options to the Cabinet Social Policy Committee

11 **note** that, as part of the service reviews referred to in Recommendation 1, we will review the contributory funding provided by Community Investment to programmes and services which include components relating to improving parenting skills and attitudes

Yes / No

12 **agree** that a copy of this report be sent to the Child, Youth and Family Expert Panel

Agree / Disagree



14
Maree Roberts
General Manager
Child, Family and Community Policy

28/8/15

Date

Hon Jo Goodhew
Associate Minister for Social Development

Date

Background

- 10 During 2013 and 2014, the Ministry of Social Development (MSD) closely examined the social service programmes and services it purchases as part of the Investing in Services for Outcomes work programme. We concluded that changes were needed to ensure that purchasing for vulnerable people is better aligned with Government priorities, is more effective, more transparent and more focused on results.

The Community Investment Strategy sets the direction for how the Ministry will purchase social services for vulnerable New Zealanders over the next three years

- 11 In response to the need for change, MSD developed the Community Investment Strategy, which was approved by Cabinet on 2 June 2015 [CAB Min (15) 18/4 refers]. The Strategy sets out the direction for how MSD will purchase social services for vulnerable New Zealanders over the next three years. It signals a renewed focus on evaluating service effectiveness, to help providers and agencies to understand what works to make a difference in the lives of the most vulnerable. This Strategy aims to align funding for those with the highest needs to social services that are results-focussed and evidence-based.
- 12 It is recognised that it is important to maintain a good mix and spread of supports across the spectrum of need, and to build resilience to prevent needs from escalating. The Community Investment Strategy has, however, prioritised the need for MSD to invest in intensive services to meet the needs of the most vulnerable New Zealanders. This gives effect to the Government's focus on supporting vulnerable children as one of its key priorities, as set out in the ten Better Public Service targets. Focussing support for vulnerable children further aligns with the direction for investment indicated in the White Paper for Vulnerable Children. We need to support and enable Children's Teams to work effectively with children and families who display a higher level of need.
- 13 The Community Investment Strategy incorporates an Evidence and Evaluation Schedule for evaluating and reviewing programmes to ensure we are investing in the right services for the right people, that spans across:
- policy reviews
 - service reviews
 - evaluations.

The methodology for the policy reviews

- 14 On 6 May 2015, after considering a report on the future of PAFT, Minister Tolley agreed that we should review PAFT as part of a review of parenting programmes and that this review should identify how parenting programmes link with Children's Teams.
- 15 It is important that the review of parenting programmes and other policy reviews are based on a robust and thorough methodology, because these reviews could have significant impacts on current programmes and services provided by Community Investment.
- 16 On 28 July 2015, Minister Tolley approved the review methodology (Appendix 1) to be used when undertaking policy reviews of programmes funded under the Community Investment Strategy [REP/15/6/636 refers].
- 17 The methodology was reviewed by the Social Policy Evaluation and Research Unit (Superu), Community Investment, Child, Youth and Family, Insights MSD, and our Chief Science Advisor. It provides a consistent and thorough framework for completing policy reviews that will enable us to provide advice on the appropriate mix of programmes and services needed to achieve the desired outcomes. This advice will inform future policy decisions around adapting services to align with the Government's target to achieve better results from public services.

Definition of vulnerable children and parenting initiatives

- 18 We have used the White Paper definition of vulnerable children:¹

Vulnerable children are children who are at significant risk of harm to their wellbeing now and into the future as a consequence of the environment in which they are being raised and, in some cases, due to their own complex needs. Environmental factors that influence child vulnerability include not having their basic emotional, physical, social, developmental and/or cultural needs met at home or in their wider community.

- 19 This definition is consistent with the definition of vulnerable children used in the Growing Up in New Zealand study.² It defines vulnerable children as those children who have been exposed to risk factors, and has noted that in their study these risk factors tend to cluster in the following three common ways.
- The most common cluster of risk factors describes young, single mothers without formal educational qualifications, who are likely to continue smoking in pregnancy and be in receipt of an income-tested benefit.
 - The second most common cluster defines mothers who are living in areas of high deprivation, in over-crowded, rental housing.
 - The third common cluster describes mothers experiencing high levels of physical, emotional and/or financial stress during late pregnancy or during the postnatal period.
- 20 We have used the definition of parenting initiatives adopted by Superu. It defines parenting programmes as those programmes that seek to improve the wellbeing of vulnerable children through assisting their parents, or other adults acting in a parenting role (such as grandparents, parents' partners, or other members of the family), in parenting more effectively.³ It includes parent education, parent training and home-visiting programmes.

Community Investment funding for parenting initiatives

- 21 MSD funds various parenting initiatives through Community Investment, across the spectrum of response from prevention through to statutory intervention. The largest amount of funding (\$30.605 million) provided through Community Investment for specific parenting programmes is allocated to Early Start and Family Start at an intensive support level.
- 22 Early Start supports vulnerable children, and evaluations have shown that it is effective in reducing child maltreatment.⁴ Family Start also supports vulnerable

¹ Bennett, Hon P (2012), *The White Paper for Vulnerable Children: Volume 1*, Ministry of Social Development, Wellington.

² Morton S, M B et al (2014) *Growing Up in New Zealand: A longitudinal study of New Zealand children and their families*. Vulnerability Report 1: Exploring the Definition of Vulnerability for Children in their First 1,000 Days, Growing Up in New Zealand, Auckland.

³ Robertson, Dr J (2014). *Effective Parenting Programmes: A review of the effectiveness of parenting programmes for parents of vulnerable children*. Families Commission, Wellington.

⁴ Early Start is a research based long term and intensive home visiting service aimed at vulnerable Christchurch families caring for children under 5 years of age. Early Start continues to be involved in research to ensure that families receive an effective service. An extensive evaluation report was published on Early Start in 2012.

children, and is currently being evaluated for effectiveness by the Auckland University of Technology.⁵

- 23 Community Investment currently funds seven main parenting initiatives, four of which were included in our review. Initiatives reviewed and their expenditure, are shown in Table One below:

Table One: Parenting initiatives included in the review

Programme	Funding 2014/15 (\$ Million)
Strategies for Kids, Information for Parents (SKIP) SKIP is a universal approach that aims to positively change the way children are raised in New Zealand by promoting the benefits of positive parenting, and raising awareness and acceptance of alternatives to physical punishment. It does this through partnerships with national organisations, co-creating projects with communities, training and education.	2.500
Parenting Programme Toolbox Toolbox is a six week parenting course consisting of six two-hour facilitated sessions. The aim is for parents to gain a 'toolbox' of ideas to handle the challenging role of parenting.	0.600
Whānau Toko I Te Ora (WTITO) This programme supports whānau using a holistic approach that emphasises the growth and development of children during the first five years of their life. It includes modules on parenting skills, knowledge of tikanga Māori, personal development and practical home skills. It has a strong focus on tikanga Māori and Māori values, beliefs, obligations and responsibilities.	0.962
Parents as First Teachers (PAFT) PAFT is based on the philosophy that parents are their children's first and most important teachers. The programme offers a minimum of 25 personal visits over three years per family. The aim of the PAFT programme is to help parents to participate more effectively in their children's early development and learning.	7.275
Total	11.337

Family Start is a home visiting programme that focuses on improving children's growth and health, learning and relationships, family circumstance, environment and safety. Family Start helps families and whānau who are struggling with challenges or problems that make it harder for them to care for their baby or young child.

- 24 The three Community Investment parenting initiatives that were not included in this review, and the reasons for excluding them, are outlined in Table Two below:

Table Two: Parenting initiatives not included in the review

Programme	Reason not included
Home Instruction Programme for Parents and Youngsters (HIPPY)	Funding being transferred to Vote Education.
Early Start	This has been independently evaluated and found to be effective in reducing child maltreatment and enhancing protective factors.
Family Start	It meets Government priority result areas, and is currently being independently evaluated for effectiveness by the Auckland University of Technology.

- 25 In addition to these seven parenting programmes, Community Investment provides contributory funding to programmes and services which include components relating to improving parenting skills and attitudes. We did not review this funding as part of the review of parenting programmes, but will review it as part of the service reviews to ensure that this funding fits with best practice and is appropriately aligned with the Community Investment Strategy.

Using the methodology to review parenting initiatives

- 26 We collated information on the parenting initiatives funded by Community Investment, and used this information to work through the key questions contained within our review methodology (Appendix 1).
- 27 We identified the following set of principles that reflect the key questions outlined in the methodology and Minister Tolley's decision on linking parent support to Children's Teams.

Effectiveness (methodology key question 7.3)

- 28 Government funding should be concentrated on the most effective services that achieve desired, measurable results.
- 29 Too many children grow up in environments that do not give them a good start in life. Poor parenting is seen as a major contributor to negative outcomes for children, and international research suggests that most child maltreatment is likely to be the result of acts carried out by parents.⁶ The basic principle underlying parenting programmes is that change in parents' behaviour will result in a change in children's wellbeing.⁷
- 30 Internationally, few parenting programmes have been shown to reduce child maltreatment, but many have been shown to cause positive changes in parenting, and in children's health and behaviour. Accordingly, it is argued that effective

⁶ Barth, R.P and Haskins, R. (2009). *Will parent training reduce abuse, enhance development and save money? Let's find out.* The Future of Children, Policy Brief Fall 2009. Princeton-Brookings.

⁷ Robertson, Dr J (2014). *Effective Parenting Programmes: A review of the effectiveness of parenting programmes for parents of vulnerable children.* Families Commission, Wellington.

parenting programmes therefore reduce some of the parental risk factors associated with maltreatment.⁸

31 It is known that effective parenting programmes can:

- ameliorate parental risk factors associated with child maltreatment, such as parents' lack of awareness of child development and unrealistic expectations that prevent them from understanding child needs and behaviour
- enhance protective factors, such as secure attachment.

32 In this way, an effective parenting programme can help to produce a better family environment in which to nurture children, leading to improved outcomes for children.

33 Appendix 2 outlines the framework we used to identify effective evidence-based practices and programme components within the parenting initiatives funded by Community Investment. This framework outlines a list of common components of effective programmes that have been identified by Superu and Small et al.⁹

Best practice (methodology key question 7.5)

34 Programmes should fit with best practice. We examined four categories of common components of parenting programmes shown to be effective:

- staffing and infrastructure
- the design and delivery of the programme
- the content of the programme delivered
- the monitoring and evaluation of outcomes for clients.

See Appendix 2 for further information.

35 We assessed the extent to which we can currently compare the Community Investment parenting initiatives with what is known to be effective using a method of assessment outlined in Appendix 3. The results are described later in this report.

Mix and spread (methodology key question 7.4)

36 While it is important to maintain a good mix and spread of parenting supports across the spectrum of need, parenting programmes funded by the Government should target the parents of vulnerable children

37 When determining what should be included in a system of support, we focused on the ideal mix and spread of services for supporting the parents of vulnerable children. In assessing this optimal mix, we considered the directions set by the Community Investment Strategy around the Ministry's priority target group and result areas.

38 We also noted that a range of parenting initiatives are funded across Government to address the wide spectrum of child and parental needs faced within communities. Initiatives escalate in intensity in response to the increasing level of need. Current Government-funded parenting initiatives include:

- universal prevention services, such as Well Child Tamariki Ora and maternity support funded by the Ministry of Health
- services targeted to vulnerable families at an early intervention level, such as the Ministry of Social Development's Parents as First Teachers (PAFT)

⁸ Ibid, page 11.

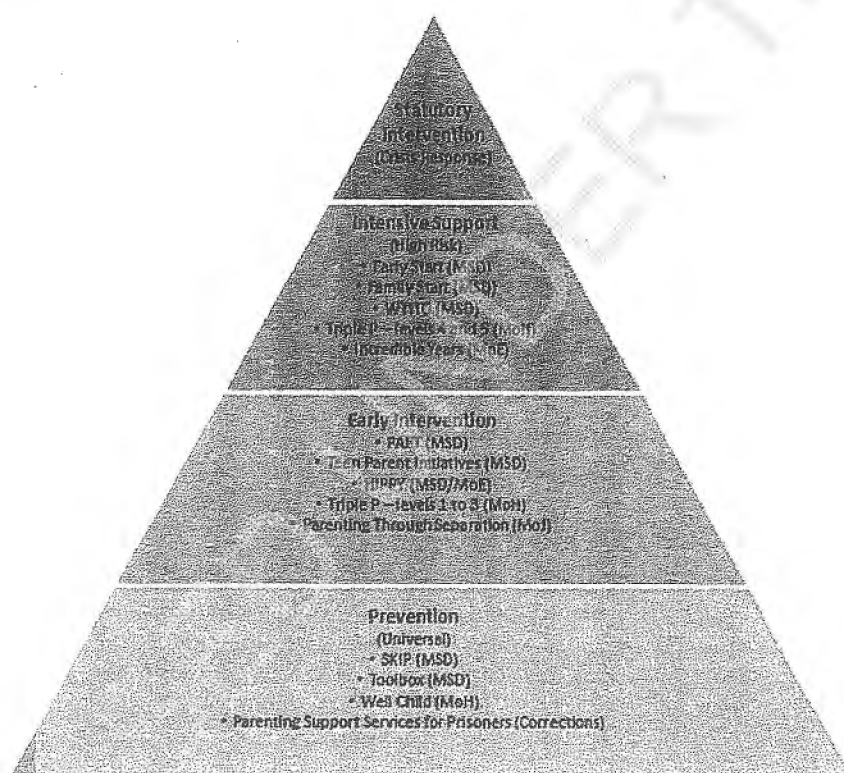
⁹ Small, S A & Huser M (in press), *Principles for Improving Family Programs: An Evidence Informed Approach*. To appear in M Walcheski and J Rienke (Eds), *Family Life Education: The Practice of Family Science (3rd ed)*, National Council on Family Relations, Minneapolis.

programme, and the Home Interaction Programme for Parents and Youngsters (HIPPY), a programme targeted at high-needs families where there are indicators of likely poor learning outcomes for children. Funding for HIPPY will be transferred from MSD to the Ministry of Education from 1 October 2015

- services directed at high risk populations who require intensive support services, such as Early Start and Family Start which are funded through MSD, the Ministry of Health's Triple P (Positive Parenting Programme), which aims to enhance families' protective factors and reduce risk factors associated with severe behavioural and emotional problems in children and adolescents, and Incredible Years, which provides a parent management programme for children exhibiting conduct disorders, and is funded by the Ministry of Education.

- 39 The diagram below shows how these parenting initiatives fall across the spectrum of response from prevention through to statutory intervention.

Diagram One: Priority result areas for parenting initiatives by intensity of services



Appropriate targeting (methodology key questions 7.1 and 7.2)

- 40 Government funding should focus on supporting vulnerable children as identified in the Community Investment Strategy.
- 41 We informed our understanding of what should be included in the ideal set of outcomes and systems of support at a national level by examining the National Parenting Strategy launched by Scotland in 2012.¹⁰
- 42 Our next step was to identify the target group for parenting initiatives funded by Community Investment. The Community Investment Strategy indicates we should be investing in the highest priority areas and funding support for those with the highest needs. Accordingly, parenting initiatives funded by Community Investment should be targeted at supporting vulnerable children. We noted that the Government has:
- made supporting vulnerable children one of its key priority Better Public Service areas
 - enacted the Vulnerable Children Act 2014 to further promote prioritising the needs of vulnerable children and ensuring that social service agencies work together to improve the well-being of vulnerable children.

A child-centred, family focus (methodology key question 7.2)

- 43 Investment in programmes and services needs to be focused on measurable results, including reducing child maltreatment, which contribute to children being able to live in communities, families and whānau that are safe and flourishing.
- 44 When considering what is effective, we examined outcome frameworks to identify the ideal outcomes for effective parenting programmes. In particular, we examined:
- the Results Management Framework contained in the Community Investment Strategy
 - the outcomes outlined in the Vulnerable Children Act 2014 and the Vulnerable Children Outcomes Framework, and noted that the Results Measurement Framework is based on these documents¹¹
 - the outcomes framework that Superu used in its review of parenting programmes¹²
 - the outcomes framework developed to support Scotland's National Parenting Strategy.
- 45 We then identified the goal as providing parenting programmes that assist New Zealand communities, families and whānau to be safe and flourishing.

Alignment with Children's Teams

- 46 Investment in programmes and services should contribute to the on-going support of Children's Teams to respond to the needs of vulnerable children.
- 47 Children's Teams are responsible for ensuring that vulnerable children get all the support they need to thrive, achieve and belong, and to stay safe. Part of their role is appointing lead professionals who work with others to assess all the information available on the child's needs and develop one joined-up child plan to support each

¹⁰ The Scottish Government (2012), *National Parenting Strategy*, Scottish Government, Edinburgh.

¹¹ Ministry of Social Development (2015), *Ministry of Social Development Investing in Services for Outcomes Community Investment Strategy* (para 48), Wellington.

¹² Robertson, Dr J (2014). *Effective Parenting Programmes: A review of the effectiveness of parenting programmes for parents of vulnerable children*. Families Commission, Wellington.

child using the local community. Parenting initiatives funded by Community Investment should be a key component that Children's Teams and lead professionals can draw on to support vulnerable children.

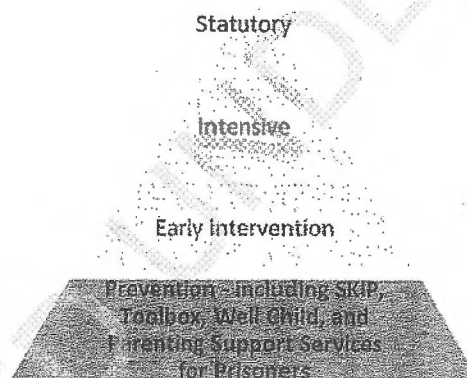
Applying the methodology and principles to the parenting initiatives included in the review

- 48 The principles outlined above reflect the key questions outlined in the methodology. We applied these principles to the four parenting initiatives included in the review. In the following paragraphs we provide a summary of the extent to which these parenting initiatives match against these principles, and our conclusions and recommendations based on this analysis.

Strategies for Kids, Information for Parents

- 49 SKIP is a universal approach that aims to positively change the way children are raised in New Zealand by promoting the benefits of positive parenting, and raising awareness and acceptance of alternatives to physical punishment. It does this through partnerships with national organisations, co-creating projects with communities, training and education.
- 50 As shown in Diagram One above, and summarised in Diagram Two below, Toolbox is a parenting initiative that focusses on prevention.

Diagram Two: Parenting initiatives that focus on prevention



Proven effectiveness

- 51 SKIP has not been independently evaluated for proven effectiveness in increasing positive parenting ability, but it is developing the capacity and capability in the communities in relation to effective parenting. There is currently no evidence to suggest SKIP is effective in reducing child maltreatment, however an evaluation framework is currently being implemented.

Best practice

- 52 SKIP has most of the components of effective parenting programmes, including suitable and ongoing training for staff, active community outreach and a focus on positive parenting strategies. As SKIP is an approach rather than a parenting programme, it is not appropriate to compare it with the components of effective parenting programmes relating to intensity and limited caseloads. SKIP currently lacks an ongoing process for monitoring and evaluating operations and impacts.

Appropriate targeting

- 53 Although SKIP sits at the universal level its delivery model is amenable to higher vulnerability. Over the last six months, SKIP has focused on more vulnerable communities and is developing strategies to engage with hard-to-reach families.

Child-centred, family focus

- 54 SKIP has a child-centred, family focus, and aims to deliver a service to help families and whānau to be safe and flourishing.

Ability to align with Children's Teams

- 55 This initiative can sit alongside Children's Teams and other intensive services, to influence relevant communities, and build the capability of providers to intervene at earlier stages and to support changes in parenting behaviour. Other support services can be accessed where needed (such as mental health services, and drug and alcohol rehabilitation).

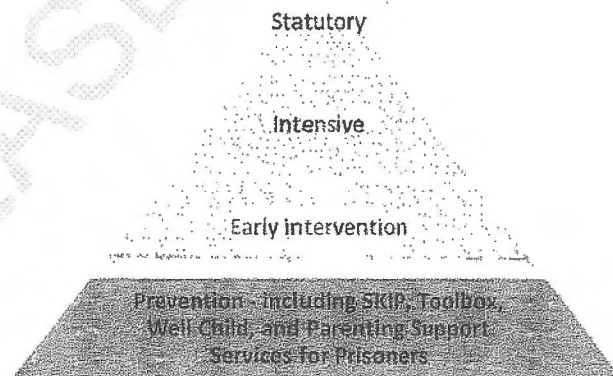
Conclusions

- 56 SKIP is a parenting initiative that focusses on prevention.
- 57 We recommend that the SKIP initiative continue to be funded by Community Investment, as it contains many of the components found in effective parenting programmes, it is appropriately targeted with a child-centred, family focus, and it aligns with the work currently being undertaken by Children's Teams. This initiative aligns with the priority areas identified in the Community Investment Strategy.

Parenting Programme Toolbox

- 58 Toolbox is a six-week parenting course consisting of six two-hour facilitated sessions. It is a universal parenting programme that can be accessed by the general public. The four Toolbox groups (Early Years, Middle Years, Tweens and Teens, and Building Awesome Whānau) are available throughout the country. Subsidies are available upon request for those who can't afford these fees.
- 59 As shown in Diagram One above, and summarised in Diagram Three below, Toolbox is a parenting initiative that focusses on prevention.

Diagram Three: Parenting initiatives that focus on prevention



Proven effectiveness

- 60 An evaluation is currently being undertaken on the effectiveness of Toolbox. The findings from this are expected to be available by the end of September 2015.

Interim findings are that most participants consider that their parenting behaviour has improved as a result of their participation in the Toolbox programme.

Best practice

- 61 Toolbox includes a number of components that are common to effective programmes, such as community outreach, a structured curriculum and planned sessions, tailoring for cultural appropriateness and a focus on child behaviour and positive parenting strategies. It lacks some components, however, including specified goals or outcomes for participants, a clear programme logic, ongoing pre-assessment or screening process for clients, and ongoing monitoring or evaluation processes. Toolbox also does not have the high level of intensity and limited caseloads that are common to effective programmes.

Appropriate targeting

- 62 Toolbox is targeted at a universal prevention level, and is open to anyone who can pay the course fees. Toolbox was not designed to address the specific needs of the most vulnerable, and it does not sit at an intensity level that aligns with the priority groups set out in the Community Investment Strategy.
- 63 Government funding allows Toolbox to be provided free of charge to all grandparents raising grandchildren, foster carers, whānau caregivers, home for life parents and adopters.

Child-centred, family focus

- 64 Toolbox has a child-centred, family focus, and aims to deliver a service to help families and whānau to be safe and flourishing.

Ability to align with Children's Teams

- 65 It is not clear whether Toolbox aligns easily with the work of Children's Teams as it sits at a very low level on the Intensity of services triangle (see Diagram One, above).

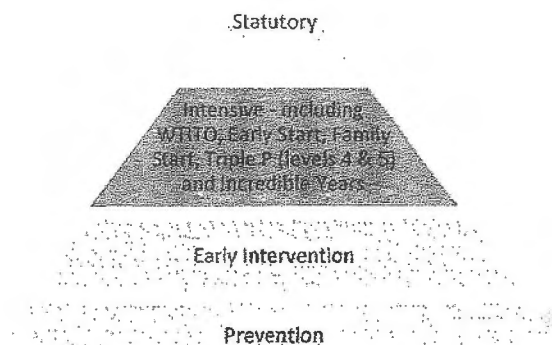
Conclusions

- 66 Currently there is insufficient evidence to determine whether or not Toolbox works as an effective response to the higher level needs of the most vulnerable children. We expect to be in a better position to make an informed decision on this once evaluation findings are available, by the end of September 2015.

Whānau Toko I Te Ora

- 67 WTITO is a national parenting programme for Māori whānau delivered through the Te Roopu Wahine Māori Toko I te Ora (Māori Women's Welfare League). WTITO is a high-intensity, home-based early intervention family support service for Māori whānau. The programme supports parenting based on a holistic approach that emphasises the growth and development of tamariki during the first five years of their life.
- 68 As shown in Diagram One above, and summarised in Diagram Four below, WTITO is an intensive parenting initiative.

Diagram Four: Intensive parenting initiatives



Proven effectiveness

- 69 WTITO has not been independently evaluated for proven effectiveness in increasing positive parenting ability. There is currently no evidence to indicate WTITO is effective in reducing child maltreatment.

Best practice

- 70 WTITO includes a moderately high number of components that are common to effective programmes, including ongoing training for staff, community outreach, cultural competency, initial assessment of clients, individualised plans and a focus on child behaviour and positive parenting. It is also designed to deliver high intensity support using limited caseloads.
- 71 Although WTITO has most of the components of effective parenting programmes, these components are often not utilised when whānau are not in a stable situation. There is some evidence suggesting there may be gaps between the design and implementation of the programme. These could be further investigated through a service review or addressed through the contracting relationship.

Appropriate targeting

- 72 WTITO sits at an intensive support (high risk) level, in alignment with the priority group set out in the Community Investment Strategy. However, while there is an initial assessment of whānau before engaging in WTITO, some whānau are accepted into the programme despite not meeting the threshold for high need.

Child-centred, family focus

- 73 The whānau-centric approach of WTITO has been noted by Superu in its review of parenting programmes to be important. Superu found that the WTITO services are tamariki-centred and whānau-focused, and tikanga Māori is integrated throughout all aspects of development of tamariki. Involvement in the programme promotes better connections with marae, hapu and iwi, and creates an improved sense of Māori identity.

Ability to align with Children's Teams

- 74 As WTITO sits at an intensive support level, Children's Teams can draw on it to influence relevant communities and build the capability of providers to intervene at earlier stages, and to support changes in parenting behaviour. Other support services can be accessed where needed (such as mental health services, and drug and alcohol rehabilitation).

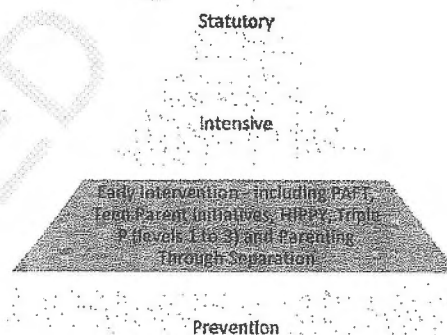
Conclusions

75. We understand that you and Minister Flavell are currently considering transferring WTITO to the Whānau Ora appropriation in Vote Māori Development.
76. The whānau-centric approach of WTITO aligns with the aims and goals associated with Whānau Ora. We consider that the WTITO programme should be transferred to Whānau Ora as it better aligns with the holistic approach and the priority areas promoted by Whānau Ora, as opposed to the priorities of MSD. The transfer should include the findings of our review to be considered by Te Puni Kōkiri and the Whānau Ora commissioning bodies.
77. We will work with Te Puni Kōkiri to provide the Minister for Whānau Ora with information on the targeting and effectiveness of WTITO.

Parents as First Teachers

78. PAFT is a licensed programme that was introduced to New Zealand in 1992 as a low-intensity home visitation programme for parents, based on the philosophy that parents are their children's first and most important teachers. The aim of the PAFT programme is to help parents to participate more effectively in their children's early development and learning. Until 2000, the programme was available to all parents who wanted to enrol, subject to capacity of PAFT providers.
79. If PAFT is continued beyond 30 June 2016 we would need to renew the current licence with Parents as Teachers (PAT), Missouri, and arrange approved training for parent educators on the new curriculum that has been developed by PAT. This would cost approximately \$250,000, which include \$200,000 for the license and \$50,000 to employ a PAT approved trainer to train New Zealand staff.
80. As shown in Diagram One above, and summarised in Diagram Five below, PAFT is a parenting initiative that focusses on early intervention.

Diagram Five: Parenting initiatives that focus on early intervention



Proven effectiveness

81. PAFT has not been independently evaluated for proven effectiveness in increasing positive parenting ability. There is no evidence to suggest PAFT is effective in reducing child maltreatment. We do not consider that an evaluation should be completed because, as noted in the following sections, PAFT has not been designed to provide the level of intensity and limited caseloads needed to support a more vulnerable population.

Best practice

- 82 PAFT includes many components that are common to effective parenting programmes, such as community outreach, a detailed programme logic and a focus on child behaviour and positive parenting strategies. It does not, however, have the high level of intensity and limited caseloads that are common to effective programmes for vulnerable populations.

Appropriate targeting

- 83 PAFT is a low-intensity home visitation programme targeted to families showing some risks related to poor child outcomes. Since being introduced to New Zealand, PAFT has been targeted to parents who have some level of risk.
- 84 The recent vulnerability report released by Growing Up in New Zealand¹³ found that the largest number of families accessing PAFT were in the medium vulnerability risk group during pregnancy, and less than ten per cent of the families using PAFT were from the high vulnerability risk group.
- 85 We considered the possibility of increasing the intensity of PAFT to better align with the priorities incorporated in the Community Investment Strategy, and meet the needs of vulnerable children. However, there is no evidence to suggest that PAFT would be effective if it was re-targeted to a more vulnerable population.

Child-centred, family focus

- 86 PAFT does have a child-centred, family focus, and aims to deliver a service to help families and whānau to be safe and flourishing.

Ability to align with Children's Teams

- 87 As PAFT is a low-intensity programme, and is funded to provide, on average, only one home visit per month, it is not at a level appropriate for alignment with Children's Teams.

Other parenting initiatives introduced since the introduction of PAFT

- 88 Since the introduction of PAFT to New Zealand, a number of other parenting initiatives have been introduced, in particular:
- support at a universal level has been made available through SKIP
 - Well Child has been refocused to provide clearer family and whānau support
 - targeted parenting programmes, such as Incredible Years and Triple P, have been introduced for parents of children with specific issues
 - Early Start, an intensive targeted programme, was introduced in Christchurch in 1995
 - Family Start, another intensive targeted programme, was introduced in three locations in 1998 before being subsequently rolled out to areas with the highest rates and numbers of children born in high deprivation areas.

Conclusions

- 89 To enable the Government to meet its commitment to support vulnerable children we need a good mix and spread of effective parenting initiatives, with a greater focus on intensive parenting initiatives that support vulnerable families with the highest needs.

¹³ Morton, S M B et al (2015). *Growing Up in New Zealand: A longitudinal study of New Zealand children and their families*. Vulnerability Report 2: Transitions in exposure to vulnerability in the first 1000 days of life, Growing Up in New Zealand, Auckland.

- 90 PAFT is a parenting initiative that focusses on early intervention. In addition to PAFT, there is a good range of other prevention and early intervention parenting initiatives. Although there is evidence to support the effectiveness of some of these early intervention programmes, such as Triple P and Incredible Years, there is no evidence that PAFT is effective in reducing child maltreatment.
- 91 There is also no evidence to suggest that PAFT could be adapted to become an effective response to the higher-level needs of the most vulnerable children. We therefore recommend that the funding for PAFT be reprioritised to initiatives that will contribute towards the best results for vulnerable families.
- 92 In the following section we have set out the implications of reprioritising the funding for PAFT.

Implications of reprioritising funding for PAFT

Impacts of the reprioritisation of funding

- 93 Reprioritising funding for PAFT will have an impact on parents, providers and other programmes and services. Other government agencies have expressed concerns that there could be a service gap for families with lower-level needs if funding is withdrawn from programmes currently funded by Community Investment.
- 94 The Ministry of Health is particularly concerned that the withdrawal of funding will leave universal services such as Well Child Tamariki Ora without a service to refer parents on to when they require further support. There are also concerns regarding the timing of withdrawal of funding, as the Ministry of Health is working with MSD, the Ministry of Education, Te Puni Kōkiri and the New Zealand Police on a major interagency approach on responding to conduct problems. Parenting strategies will be central to any response.
- 95 Impacts on parents could include a loss of a home-visiting programme which not only supports parenting skills, but also helps to link families to other services (such as early childhood services, immunisation, mental health and social services).
- 96 Some parents may disengage from seeking help because they perceive engagement with higher-end services (eg Family Start) as stigmatising or intrusive (compared to less intensive response like PAFT). If parents disengage from seeking alternative forms of support, the opportunity for them to learn new parenting skills will be lost, not only for parents, but to others in the family who indirectly benefit from new parenting skills.
- 97 There could be implications for referrals to other Government-funded parenting programmes and services, and the withdrawal of funding could leave a gap in service provision for families who are in need of parenting support but who are not high risk. This could, in turn, lead to escalation of risk for these families.
- 98 There could be a number of impacts on providers, including loss of employment. In some smaller organisations, the loss of funding for jobs could mean the loss of their only trained staff.
- 99 The funding change could also affect the viability of some organisations whose major functions are oriented around providing the relevant programmes. This could be particularly acute in rural communities where there are fewer community services.

Strategies to mitigate impacts

- 100 To help address these impacts we would:
- work with providers to ensure exit plans are in place for families in receipt of PAFT and those who require ongoing support
 - ensure relevant agencies and communities are informed about the funding change and other options they could use (eg Incredible Years or Triple P).

- 101 We will develop a transition plan that will outline how we will ensure communities are made aware that in reprioritising funding:
- we want to meet the needs of the most vulnerable children through effective and evidence-informed strategies
 - the funding will continue to be used to support parenting
 - other parenting initiatives have been developed since PAFT was established, which have been shown to be effective for vulnerable children and families.
- 102 The transition plan will also outline how we will minimise adverse impacts on parents, and providers, which will include:
- providing sufficient notice of the withdrawal to providers
 - ensuring that there is no gap in service provision by continuing to provide parenting support for families who need it
 - continuing to focus on building capacity amongst providers.
- 103 If a new programme is developed to replace PAFT the transition plan could also include:
- setting the parameters for provision of any new service delivery, such as coverage and locations
 - assessing workforce and provider capacity and capability
 - implementing a workforce training and development strategy to meet any new programme requirements
 - developing provider capability
 - a tendering process for the delivery of any new programme.

Social Sector Planning

- 104 Social Sector Priority Ministers have directed social sector agencies to provide advice to inform the development of Budget 2016 in relation to interventions that target vulnerable children aged under five.
- 105 In this context, we recommend that we continue to work with other relevant agencies to agree on where and how the funding from PAFT should be spent. In this process, we could consider the following options:
- extending the maternity/Well Child services currently available so that more home visits are possible, and support is ongoing for longer periods of time
 - a national roll-out, or extension to more areas, of Triple P (the Positive Parenting Programme)
 - extending of the reach of the Family Start programme around the country.
- 106 This will provide opportunity to consider gaps in services for parents on a broad basis. A key priority will be to ensure that all levels of intervention are sufficiently covered on a cross-government basis.

Contributing to the Ministerial Group Work Programme on Family Violence and Sexual Violence

- 107 The Work Programme of the Ministerial Group on Family Violence and Sexual Violence includes an Intervention Area Analysis and Service Level Review of identification and initial response services, which includes parenting programmes. This review of Community Investment parenting programmes will contribute to this work.

Informing the Modernising Child, Youth and Family Expert Panel

- 108 The terms of reference for the Modernising Child, Youth and Family Expert Panel include considering the interactions, alignments and responsibilities of Child, Youth and Family, Children's Teams and other relevant services. As these services will include programmes and services funded by Community Investment and the Ministry of Youth Development, we suggest that a copy of this report be sent to the Expert Panel.

Next steps

- 109 If you agree with our recommendations to reprioritise the funding for PAFT, we will continue to work with other government agencies to develop options for reprioritising the funding as part of the advice that social sector agencies are preparing for Budget 2016 on interventions for vulnerable children aged under five.
- 110 We will report back to you with firm options to reprioritise the funding for PAFT and recommendations on the future funding of Toolbox by November 2015, so that you can present these options to the Cabinet Social Policy Committee.
- 111 We will also develop an implementation plan that will outline how we will inform communities and work with providers to address the impact of reprioritising funding for PAFT on parents, providers and other programmes and services.

Appendix 1: Methodology for policy reviews of programmes funded by Community Investment and the Ministry of Youth Development

Introduction

- 1 Community Investment and the Ministry of Youth Development provide \$331 million of funding each year for programmes and services targeted at the most vulnerable or at-risk children, young people and adults.
- 2 The Community Investment Evidence and Evaluation Schedule notes that policy reviews will be carried out on the programmes funded by Community Investment and the Ministry of Youth Development that:
 - may not adequately target Government priority result areas
 - do not have a plausible theory of change, and/or
 - are not consistent with our understanding of components of effective programmes.
- 3 This paper outlines the methodology that will be used for these policy reviews.

Objective

- 4 The objective for the reviews will be to provide advice on the appropriate mix and spread of programmes and services needed to achieve the desired outcomes for target groups.

The initial three policy reviews

- 5 The Community Investment Evidence and Evaluation Schedule has identified three initial policy reviews that focus on immediate Government policy priorities:
 - **Parenting Programmes Review** – this policy review was identified in the White Paper for Vulnerable Children. It will focus on the funding of \$54 million a year for parenting programmes and other family supports below the statutory threshold used by Child, Youth and Family when investigating child maltreatment, and help to identify the extent to which we have the right kinds of services across government.
 - **Family Violence/Sexual Violence – Policy Reviews** – a policy review for the funding of \$57 million a year for prevention and early intervention services for supporting adult victims/survivors and perpetrators and reducing family violence and sexual violence. It will contribute to the Ministerial Family Violence and Sexual Violence Work Programme.
 - **Cross-agency review of funding for youth** – a draft terms of reference has been developed for a cross-agency review of funding for youth aged 15-24 to inform Budget 2016 decisions. Subject to Ministerial sign-off, this review will include a review of funding of \$46 million a year provided by Community Investment and the Ministry of Youth Development for supporting vulnerable young people and reducing youth crime.
- 6 Over time, it is likely that we will identify the need for additional policy reviews.

The key questions

- 7 The key questions that could be considered in these reviews start by considering the ideal set of outcomes for the wider population group, and the needs and outcomes for the target group accessing programmes and services provided by the government. The questions then focus on the contribution that programmes and services funded by Community Investment and the Ministry of Youth Development should make. These questions could include:

7.1 What are the ideal set of outcomes and systems of support?

- What are the ideal set of outcomes for the wider population group that is covered by the programmes and services in this review?
- What components are needed to make an ideal system of support? (This could range from prevention through to intensive support.)

7.2 What is the target group and what are their needs?

- Who should be in the target group for the programmes and services provided by the government?
- How many people are in the target group in each area of the country?
- What competencies, skills and other support do these people need?
- What are the ideal measurable and achievable outcomes for these people to meet these needs, and how do these outcomes align with any long-term system outcomes that have been developed under the Social Sector Investment Framework?
- What should the government do to meet the needs and achieve good outcomes for these people, and what contribution should programmes and services funded by Community Investment and the Ministry of Youth Development make?

7.3 What is effective?

- What types of programmes and services work, and how strong is the evidence base behind their development and evaluation?
- What is needed to successfully engage and retain participants in programmes and services?
- What do the current and similar programmes do to engage with hard-to-reach people?
- What are the components of successful programmes and services?
- To what extent are these programmes and services within the scope of the review? (For example, while a review of mental health services would be outside the scope of the review of parenting programmes, ways of referring people to these appropriate mental health services could be included.)
- What do we need to do to culturally adapt programmes to work for Māori and Pacific people, and people from other ethnicities?
- What evaluations have been done on these programmes and services with a focus on efficacy for Māori and Pacific people, and people from other ethnicities?
- What methods of evaluation have worked for evaluation efficacy for Māori and Pacific people, and people from other ethnicities, and did they use kaupapa Māori in their research methods?
- What kaupapa Māori programmes and services have successfully engaged and retained participants?
- What is required to build the evidence base for these Māori programmes and services?

7.4 What needs to be included in a system of support?

- What does Government need to include in a system of support to address the needs and improve outcomes for the target group, and what programmes and services should be funded by Community Investment and the Ministry of Youth Development?
- What is the optimal mix of programmes and services that are required?

7.5 How well do the current programmes and services compare with what works?

- Using the approach being developed for ranking programmes and services according to how well their effectiveness is supported by evidence, how effective are the current New Zealand programmes and services?
- How does the evidence base for current New Zealand programmes and services compare to the evidence base for overseas programmes and services that could be appropriate in the New Zealand context?

7.6 What should we do?

- What would be required to align the current mix of programmes and services with those that have been shown to work? (This could include identifying the resourcing, capacity, infrastructure and workforce factors that need to be addressed.)
- What are the options for improving outcomes for the target group?
 - What are the recommended changes to the current mix of programmes and services?
 - What are the benefits and risks of recommended changes?
 - How should we work with service providers to implement the recommended changes?
 - How should we work with other government agencies on the recommended changes?
 - If programmes or services are based on successful overseas models, what needs to be done to ensure that they are being implemented with sufficient fidelity and are appropriate in the New Zealand context?
 - What are the costs?
 - What will the likely return on investment be (to the extent that this can be estimated)?
 - Alongside separate work to improve the Ministry of Social Development's collection of client level data, what results-based measures will we need to use to report on outcomes after changes have been made?
 - What process and outcome evaluations should be completed?

Completing the review

- 8 The key steps that will be included when completing the review could include:
- Establish an advisory group with representatives across the relevant parts of the Ministry of Social Development.
 - Identify if and when to engage with other agencies.
 - Develop a project plan, and obtain sign off from relevant DCEs.
 - Complete a problem definition and identify principles that will be used to address the problem.

- Obtain sign off from Minister Tolley and/or other Ministers¹⁴ on the proposed review, and any engagement with other agencies.
- Identify, review and synthesise relevant research, literature and other information. This could include:
 - identification of elements or components that are crucial to success from an examination of meta-analyses of programmes that have been shown to be successful
 - obtaining advice from selected expert practitioners who have deep knowledge and expertise in working with specific client populations
 - obtaining information from providers.
- Complete a stocktake of current Community Investment and/or Ministry of Youth Development programmes and services.
- If necessary (and if approved by Minister Tolley and/or other Ministers), extend the stocktake to include relevant programmes and services provided by other agencies.
- If the review is extended to include a review of programmes funded by other agencies, establish an advisory group with representatives from those agencies.
- Identify initial options.
- Prepare a draft report to Minister Tolley and/or other Ministers on initial options and future steps.
- After obtaining approval from Minister Tolley and/or other Ministers develop final options and recommendations on any changes to programmes and services funded by Community Investment and the Ministry of Youth Development.
- Consult with other agencies and prepare a Cabinet paper as necessary.

¹⁴ The Youth Funding review is being reported through the Social Sector Board to the Social Sector Priority Ministers.

Appendix 2: Common components of effective programmes

The table below outlines a list of common components of effective programmes that have been identified by Superu¹⁵ and Small et al¹⁶.

Staffing/infrastructure	
Suitably qualified and trained professionals	The intervention is delivered by a suitably qualified and trained professional
Ongoing training	
Professional supervision and support	
Record-keeping/data-collection	
Processes to maintain programme integrity/fidelity	Effective programmes require that there is a plan that has been clearly documented so that staff can follow it. Documentation of what happens in a program is key to demonstrating and maintaining its effectiveness. When working with a locally developed program it is important to document details about the program so that it will be consistent from one session to the next and so that others can replicate it as closely as possible
Community outreach and good networks with other agencies	
Limited caseloads, especially with home visiting	
Design and delivery	
Detailed programme logic (empirically-based theory/model of change)	Effective programs are based on empirically-supported theoretical models. In addition, an effective program's design and implementation are guided by a clear and logical program theory about how the program's activities are linked to one another and to the program's intended goals. Ideally, there is empirical evidence that such activities are effective in bringing about the desired changes
Specified goals or outcomes	In a well-designed program, staff and stakeholders agree upon and have a mutual understanding of the goals and objectives that need to be achieved along the way if the intended results are to be realised
Structured curriculum and planned sessions	A structured curriculum and planned sessions are followed often with the use of a manual, although there may

¹⁵ Dr Jeremy Robertson (2014), *Effective Parenting Programmes: A review of the effectiveness of parenting programmes for parents of vulnerable children* (Box 3.4 on page 45 and Table 9 on page 135), Families Commission, Wellington.

¹⁶ Small, S A & Huser M (in press), *Principles for Improving Family Programs: An Evidence Informed Approach*. To appear in M Walcheski and J Rlenke (Eds), *Family Life Education: The Practice of Family Science* (3rd ed), National Council on Family Relations, Minneapolis.

	be flexibility for individual circumstances
Programme manual (well-documented)	
Cultural competence (diverse staff ethnicity matching to client group)	
Considers and responds to different cultural concepts and practices	When family programs are tailored to reflect the socio-cultural, religious, developmental and personal characteristics of the targeted audience, they are more likely attract and retain participants and result in broader success
Voluntary participation, acceptable to participants	
Specific target population and recruitment process	
Strategies to engage and retain	
Initial assessment or screening	The intervention commences with an assessment of the family; parent and child, which may include their current needs, concerns, skills, strengths, functioning, interactions, resources and supports
Appropriate dose and duration	Generally, the more severe or entrenched the problem or issue being addressed and the larger the change desired, the greater the dosage and intensity need to be
Individualised plan	An individualised plan is developed for each family, parent and/or child. This is typically based on the outcomes of the assessment and may be developed with input from the family
Intensive/comprehensive programmes with home-visiting component	Quality family programs usually target more than one setting or process in their design, or partner with other programs that reach the same audience in different settings
Discussion of material (not didactic)	The intervention content is delivered by discussing the material with the family, rather than by didactic teaching
Opportunity to practise skills	
Modelling of skills	
Onward referral where appropriate (e.g. health services)	
Content	
Child behaviour focus	Information about children's behaviour is provided to parents, such as what constitutes typical behaviour, reasons for misbehaviour and parental responses to behaviour
Developmentally appropriate	
Providing a predictable environment for the child	Parents are taught how to provide an environment where children know what is expected of them , thereby

	increasing their opportunities to behave well and reducing the likelihood of misbehaviour. Specific strategies taught to parents included providing children with routines ; providing clear rules to children; explaining parents' expectations of the children; clearly setting limits ; and providing clear instructions for children.
Managing children's behaviour	Parents are taught strategies or techniques for managing children's behaviour , such as ways to increase desired behaviour and deal with misbehaviour.
Positive parenting strategies	Parents are taught to use ' positive parenting ' strategies for increasing desired behaviour, suggesting that behaviour is managed by fostering healthy interactions between parents and children, by focusing and building on strengths in behaviour. Specific strategies mentioned were praising children, which is particularly powerful when praise is labelled or accompanied by a descriptor of the behaviour that is being praised ('great job putting away your toys' instead of 'great job', for example); and providing reinforcement or rewards when children display a desired behaviour. This works well when the parent has clearly described the expectations to the child and also if the child knows what the positive consequences of the good behaviour will be (the reinforcer). Charts (such as star charts) for recording and tracking the occurrence of desired behaviours are often used in conjunction with praise and reinforcement.
Non-punitive problem-solving	Parents are taught to use ' non-punitive ' measures for decreasing misbehaviour that involve alternative methods of dealing with it. These do not involve punishment but do involve clear and reasonable consequences. The most commonly used strategy in the effective interventions was ' time out '; other strategies mentioned included planned ignoring and quiet time. Time out would be most effective when used as part of a set plan for managing behaviour in which the child is aware that time out is the consequence of pre-identified misbehaviour; the child knows what time out entails and the parent follows through with the plan as set.
Parent-child interactions	Parents are provided with information about parent-child interactions . This includes ways to promote positive parent-child interactions, what positive relationships are, and examining current interactions and responses to each other.
Strategies to help parents and children regulate emotions	Parents and children are provided with strategies to help them regulate their emotions , such as understanding emotions; anger-management training; and preventing, detecting and dealing with depression, anxiety and fear.
Children's health, development and safety	Parents are provided with information about children's health, development and safety . This includes developmental milestones, what typical development is and is not, how to care for the health of children, information about illness, how to provide a safe home and environment, and measures to protect a child from harm and abuse.
Parental and family wellbeing and life course (ongoing needs)	Parents are provided with information about and support for parental and family wellbeing and life course . This element of the intervention focuses on what the parents, households and families need in order to be cared for and

	provided for. It includes looking after the physical and mental health of parents and supporting their access to education and continued employment, as well as considering the nutrition, physical activity and financial needs of the family. It involves helping parents access services and supports to meet immediate needs, as well as future planning.
Outcomes	
Ongoing monitoring and evaluation – high-quality improvement process	

Appendix 3: Assessing how parenting programmes compare with what is known to be effective

- 1 Superu, in completing a wider review of parenting programmes, identified a list of effective parenting components which are emerging from recent parenting reviews.¹⁷ We were able to update this list with the work of Small et al,¹⁸ and create a comprehensive table by which to assess the effectiveness of Community Investment funded parenting programmes.

How does what we currently have compare?

- 2 When we assessed the extent to which we can currently compare the Community Investment parenting programmes with what works, we firstly considered the spread of information available to us at an internal level. We used the following ratings to reflect the availability of information:
 - *none* – we have no information relating to any of the categories of effective components or partial information relating to one category
 - *low* – we have information relating to one or two categories of components, some of which is incomplete
 - *medium* – we have good information relating to three categories of effective components, or we have information about all categories of components, some of which is incomplete
 - *high* – we have good information relating to all four categories of effective components.
- 3 We were then able to make an assessment about how each programme compares with what is known to be effective. We used the following ratings to reflect whether the parenting programmes funded by Community Investment have effective components:
 - *none* – the programme demonstrates none of the common components identified as being effective by Superu and Small et al
 - *low* – the programme demonstrates common components in one or two categories, but it does not demonstrate any of the components in one or two categories, or it shows clearly identifiable gaps
 - *medium* – the programme demonstrates common components in two or three categories, with few obvious gaps. The programme may also demonstrate some of the components of all categories, but with some clearly identifiable gaps
 - *high* – the programme demonstrates common components across all categories and there are no clearly identifiable gaps on the components it shows.

File ref: A8326092

¹⁷ Ibid, page 135.

¹⁸ Small, S A & Huser M (in press), *Principles for Improving Family Programme: An Evidence Informed Approach*. To appear in M Walcheski and J Rienke (Eds), *Family Life Education: The Practice of Family Science* (3rd ed), National Council on Family Relations, Minneapolis.