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CHaPs Social and Economic Benefits Review
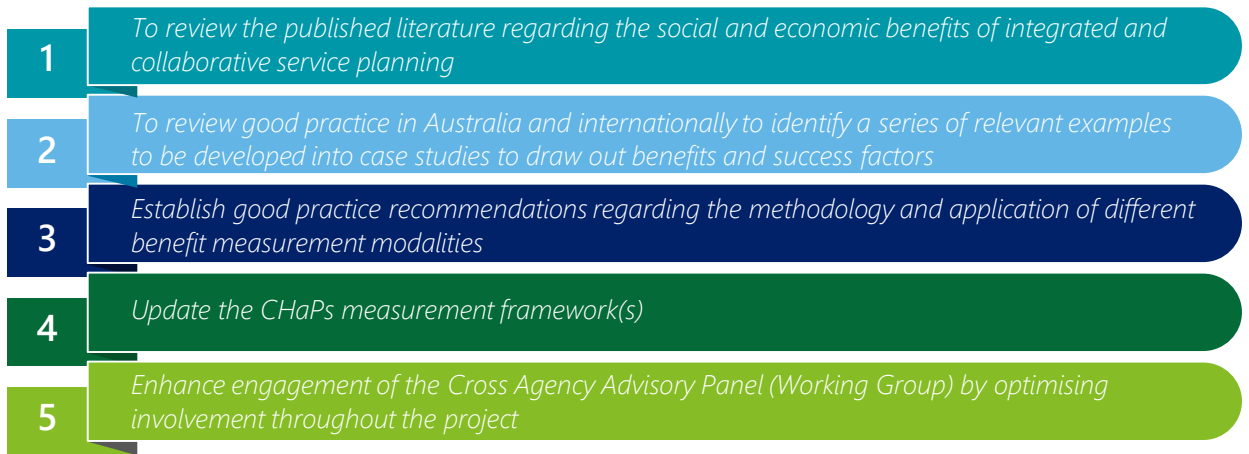Executive Summary
21 December 2017

1. Scope and approach of work

Deloitte Access Economics was engaged by the Queensland Department of State Development Community Hubs and Partnerships Program (CHaPs) team to undertake a review of the social and economic benefits of collaboratively planned social infrastructure.

The overarching goal of this project is to enable the CHaPs team to articulate and establish a mutual understanding with cross-agency stakeholders of the benefits and success factors of integrated and collaborative service planning. Contributing to the achievement of this goal are five key project objectives set out in Figure 1.

Figure 1: Project objectives

1	*To review the published literature regarding the social and economic benefits of integrated and collaborative service planning*
2	*To review good practice in Australia and internationally to identify a series of relevant examples to be developed into case studies to draw out benefits and success factors*
3	*Establish good practice recommendations regarding the methodology and application of different benefit measurement modalities*
4	*Update the CHaPs measurement framework(s)*
5	*Enhance engagement of the Cross Agency Advisory Panel (Working Group) by optimising involvement throughout the project*

A collaborative approach to research and design was taken throughout the project, with the Cross Agency Advisory Panel (referred to as the Working Group) being engaged at four key points during the project. The Working Group comprised representatives from the Department of Premier and Cabinet, Queensland Treasury, Department of Education and Training, Department of Health, Department of Communities, Child Safety and Disability Services, Department of Infrastructure, Local Government and Planning, and Department of State Development as the lead agency for CHaPs.

The three outputs of this engagement were a Literature Review, a suite of Case Studies, and a Measurement Framework. These outputs serve distinct purposes, as outlined in Table 1. The key findings and features of these outputs are summarised in the following sections.
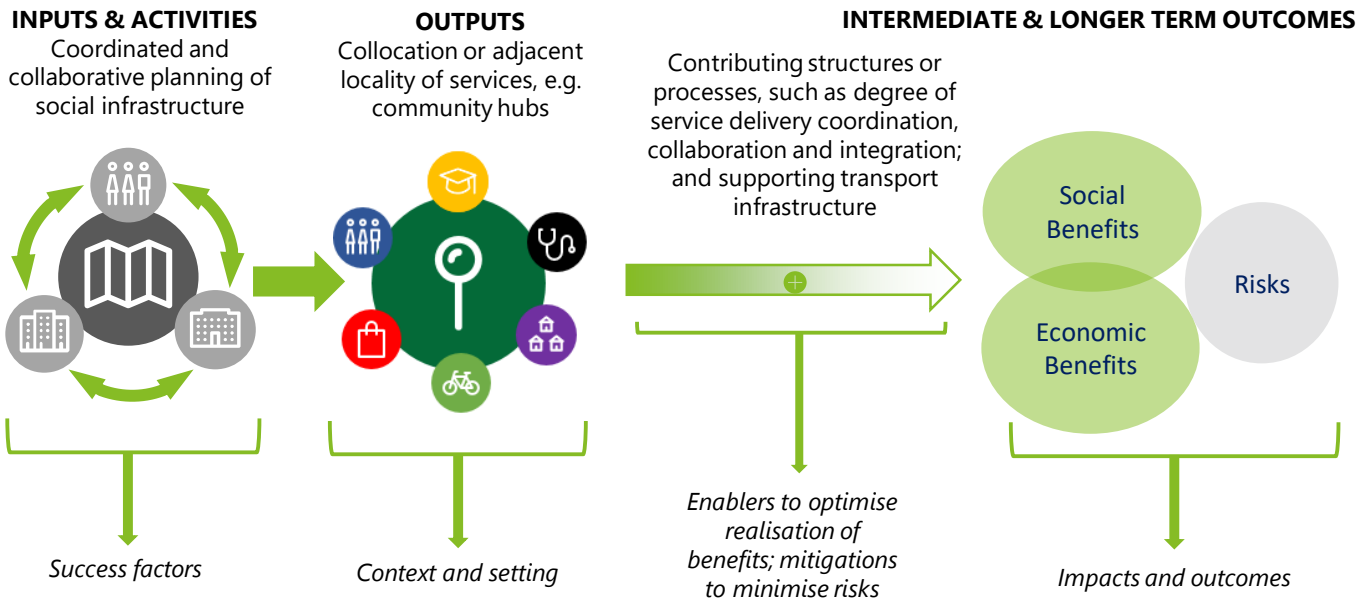
Table 1: Overview and purpose of research outputs

	Overview	Purpose
Literature Review	• Summary of the evidence and learnings from collaboratively planned social infrastructure at an aggregate level	• Provides a high level understanding of the benefits, measurement of benefits, and success factors of collaboratively planned social infrastructure
Case Studies	• Provide brief good practice examples of successful collaboratively social planned infrastructure cases	• Serves as a stakeholder engagement tool, to stimulate interests and generate discussions on collaboration opportunities
Measurement Framework	• Provide a systematic structure and practical method for applying benefit identification and measurement to specific projects	• Serves as a systemic and structured tool to measuring outcomes

2. Overview: findings from of published evidence

The literature review sought to establish an evidence base regarding the success factors and challenges of collaborative social infrastructure planning, as well as understand the social and economic benefits that have been realised through this approach, and what contexts and settings increase the likelihood of realisation. This created a frame of reference around which the measurement framework was developed, as conceptualised in Figure 2. Few publically available reports utilise robust evaluation methodologies, due to challenges and limitations associated with measurement, and findings should be considered in this context. The success factors and benefits identified were used as the basis for the structure of the indicators in the measurement framework.

Figure 2: Concept of collaborative planning to outcomes

INPUTS & ACTIVITIES
Coordinated and collaborative planning of social infrastructure

OUTPUTS
Collocation or adjacent locality of services, e.g. community hubs

INTERMEDIATE & LONGER TERM OUTCOMES
Contributing structures or processes, such as degree of service delivery coordination, collaboration and integration; and supporting transport infrastructure

Social Benefits

Risks

Economic Benefits

Success factors

Context and setting

Enablers to optimise realisation of benefits; mitigations to minimise risks

Impacts and outcomes

Key success factors for planning

Firstly, in terms of the inputs and activities, a number of key success factors as well as challenges were identified, which have been shown to impact the potential success of collocated and integrated social infrastructure, as shown in Figure 3. Whilst intuitively many of the benefits were specific to the context and settings. the literature indicated that the foundation **planning principles** shown in Figure 3 were essentially **applicable in all cases** where a collaborative approach to planning was being taken. This finding has informed the approach to process measurement in the measurement framework.

Figure 3: Key success factors for collaborative planning

Leadership and management
Effective leadership and management is important to build relationships with partners in planning, which translates to effective operation

Focus and vision
A shared vision with clear focus and understanding of the objectives and aims

Collaborative and detailed planning
Planning must be collaborative and detailed, to ensure the facilities meet community needs into the future

Governance and culture
Governance must be flexible to allow integration while also clearly assigning responsibility and accountability, with change management a key consideration

Measurement
Establishing plans and protocols for measurement is important to showcase their efficacy and impact and inform ongoing improvement

Funding
All stakeholders must understand the up-front and ongoing costs of the facility relative to the timing of economic and social benefits.

2. Overview: findings from of published evidence (cont'd)

Benefits

The literature identified a number of benefits, which were separated into social and economic categories. Whist it is recognised that there is clear interaction between the social and economic benefits, and they are not mutually exclusive, they have been categorised largely based on the Building Queensland Social Impact Evaluation Guidelines. This interaction is demonstrated in Figure 4.

Figure 4: Interaction of social and economic benefits
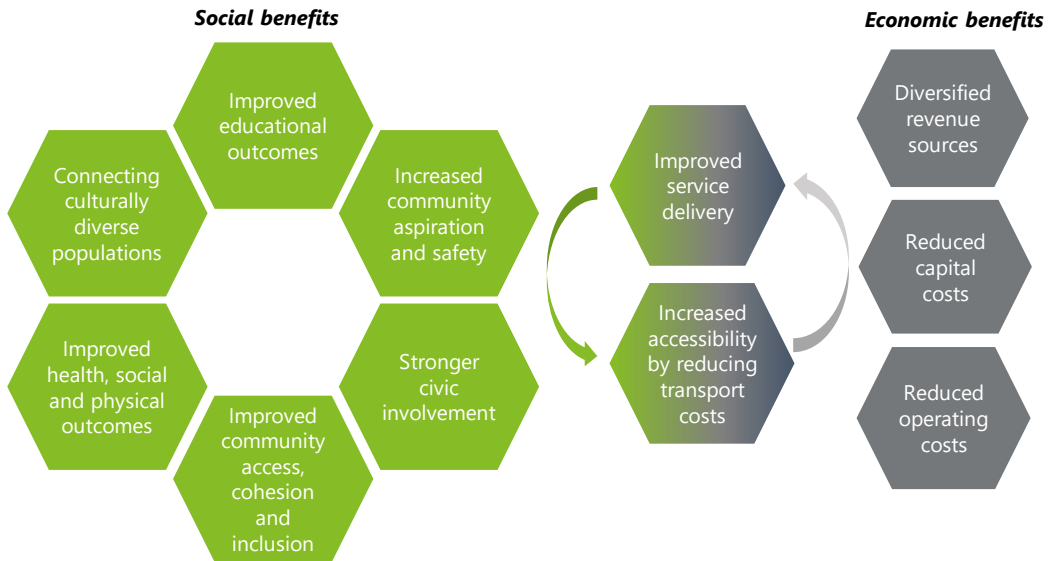
3. Overview: findings from case studies

Case study selection

Through applying the case study selection criteria, developed in collaboration with the Community Hubs and Partnerships (CHaPs) team and the Working Group, twelve national and international examples of successful collaboratively planned social infrastructure projects have been identified. The criteria sought to identify a mix of collaboratively planned social infrastructure across a range of locations, service mixes, site characteristics, and funding arrangements.

The case studies showcase a range of examples across different contexts and settings. This is in recognition of the variation and complexity in contexts and settings for collaboratively planned social infrastructure projects.

At an aggregate level, the case study sample included the following:

• Nine Australian examples from 5 states and territories, and 3 international examples;
• Projects with a mixture of services and site characteristics, with 11 examples including education services, 8 including health services, 8 including community infrastructure, 12 including community services, 6 including wellbeing services, and 3 including commercial offerings; and
• The majority of examples were in urban settings, classified as major cities or inner regional areas.

3. Overview: findings from case studies (cont'd)

Findings – Success factors

A range of success factors were identified in the literature review, which were found to be common across all contexts (see Figure 5). Similarly, the success factors of individual case studies include leadership and management; focus and vision; collaborative and detailed planning; measurement, funding; and governance and culture.

The most commonly observed success factors were collaborative and detailed planning; governance and culture; focus and vision; and leadership and management:

- Collaborative and detailed planning was observed through extensive community consultation, stakeholder engagement, and strategic facility design.
- Establishing independent governance groups, representation from a wide range of stakeholders from earliest stages of planning, and partnership agreements constituted effective governance arrangements observed among successful facilities.
- Identifying the needs of the community through extensive stakeholder and community consultation, and tailoring services to meet the specific needs of the community was observed to contribute to the success of collaboratively planned social infrastructure.
- Successful leadership and management was observed through a strong focus on building relationships and trust with various stakeholders, establishing clear communication lines, and having a good facilitator.

Findings – Outcomes

Eight of the twelve case studies were underpinned by an evaluation. Others had not completed a formal evaluation, with findings underpinned by case studies. Of the outcomes reported, there was a larger focus on the social outcomes associated with collaboratively planned social infrastructure. Some of the commonly observed social benefits included service access and awareness; community networks, cohesion and engagement; and educational outcomes:

- There were numerous examples of increased service access through the collocation of various community services. The creation of a safe and welcoming environment along with effective marketing and increased referrals contributed to wider awareness of relevant services.
- This approach often resulted in reports of improved community networks, cohesion and engagement through providing opportunities for the community, particularly vulnerable populations, to participate in various programs and events.
- Educational outcomes were commonly observed across education-based hubs with a range of adjacent community services, which were able to help identify development issues in children and enable knowledge sharing.

Through the case study interviews, many organisations noted that the focus of the services was to deliver social outcomes, with a smaller focus on the economic considerations. That said, there were economic outcomes identified, particularly among facilities that had higher degrees of service integration. These included operational efficiencies, such as a reduction in operating expenditure or generation of additional revenues.
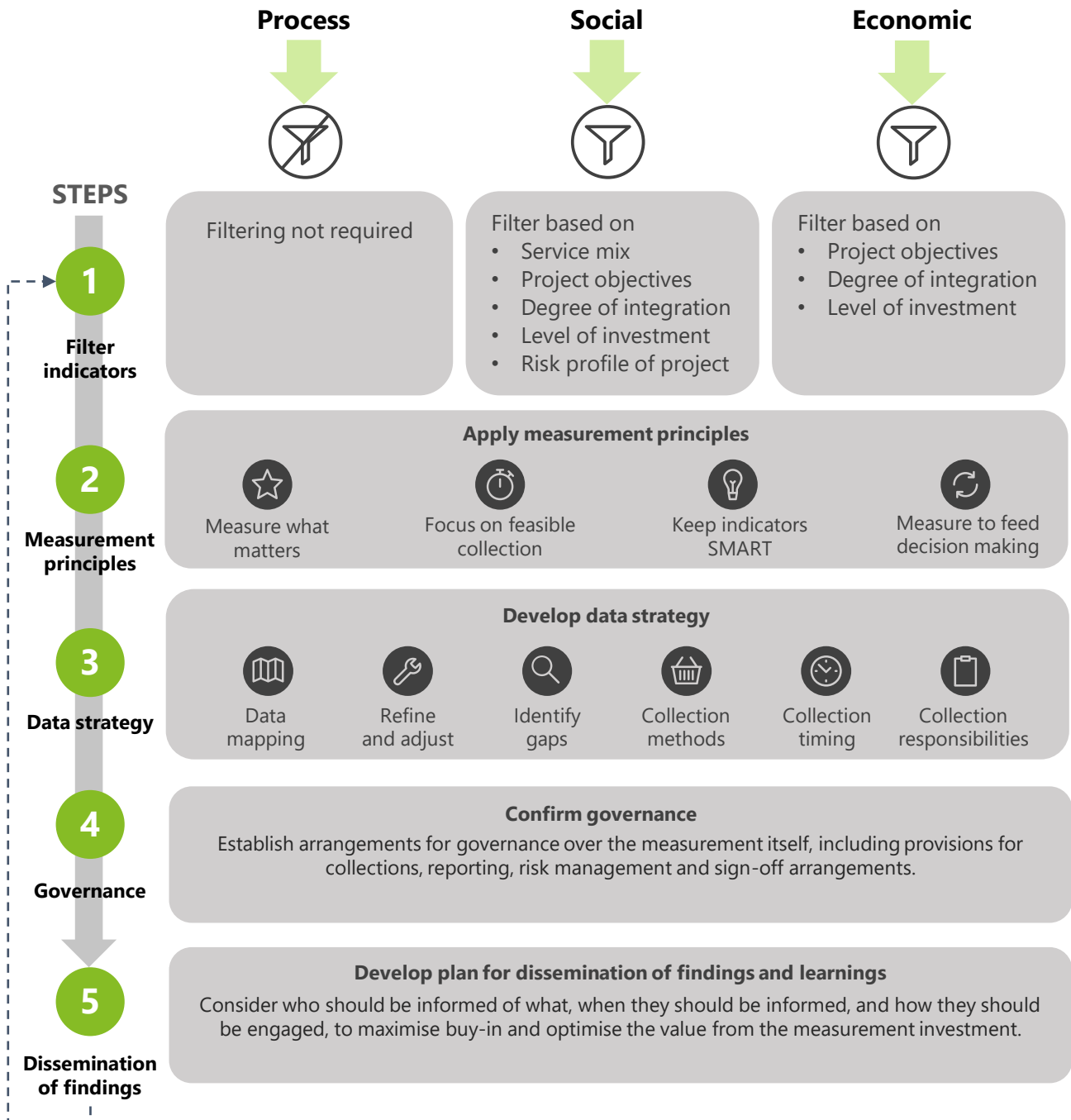
Findings – Lessons

There are a number of valuable lessons to be learnt through observing existing examples of collaboratively planned social infrastructure. These include those relating to community consultation, facility design, governance, interagency collaboration, knowledge sharing and learning, leadership, location, awareness raisings, and staff culture.

4. Overview: Measurement guidance

The measurement framework is grounded in the findings from the literature review on collaboratively planned social infrastructure. There are important contextual factors that contribute to the success factors and the likelihood that social and economic benefits may be realised for collaboratively planned social infrastructure projects. As such, in close consultation with the Working Group, a pragmatic and flexible framework design approach was developed to guide what and how to measure. This is summarised in Figure 5, below, and set out in more detail in the Measurement Framework, including the full suite of process, social and economic indicators.

Figure 5: Measurement guidance overview

	Process	Social	Economic
STEPS			
1 Filter indicators	Filtering not required	Filter based on • Service mix • Project objectives • Degree of integration • Level of investment • Risk profile of project	Filter based on • Project objectives • Degree of integration • Level of investment

2 Measurement principles

Apply measurement principles

Measure what matters · Focus on feasible collection · Keep indicators SMART · Measure to feed decision making

3 Data strategy

Develop data strategy

Data mapping · Refine and adjust · Identify gaps · Collection methods · Collection timing · Collection responsibilities

4 Governance

Confirm governance

Establish arrangements for governance over the measurement itself, including provisions for collections, reporting, risk management and sign-off arrangements.

5 Dissemination of findings

Develop plan for dissemination of findings and learnings

Consider who should be informed of what, when they should be informed, and how they should be engaged, to maximise buy-in and optimise the value from the measurement investment.

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Community Hubs and Partnerships Program
Case Studies

Final Report
21 December 2017

Contents

Glossary

Table i identifies and defines a range of key terms, which are commonly referred to throughout the suite of case studies.

Table i: Key terms

Term	Definition
All community	All members of the community.
Brownfield	Refers to urban or rural site where there is existing infrastructure requiring demolition and rebuilding, modification or repurposing.
Children and adolescents	Persons under 18 years of age.
Commercial	Refers to infrastructure and services that has a strong focus on making commercial return, such as retail and residential development. This excludes public housing, which would fall under the community services category.
Community hub	Infrastructure provided for the public to access a range of collocated services, programs or events.
Community infrastructure	Refers to infrastructure provided to the general public and can include facilities such as community hall, libraries and meeting rooms.
Community services	Services that provide assistance to facilitate community participation, enable independence, and provide protection and support for vulnerable population groups and those in crisis. For example, Aboriginal and Torres Strait Islander community services; accommodation support; aged care assistance; alcohol and other drug services; child safety and support; community legal services; social housing; and youth support services.
Education	Refers to infrastructure and services for early childhood education, primary schools, secondary schools, tertiary education, vocational education and training and adult education.
Families	A group of people related through blood, marriage, adoption, or commitment.
Funding	Financing arrangements for the community infrastructure project
Greenfield	Refers to site planned to transition from rural, non-urban to urban where nil or limited prior community infrastructure exists.
Health	Refers to infrastructure and services for general practice and community and primary health, emergency health services and hospital care, mental health, allied health, rehabilitation and palliative care.
Lead agency	The agency or organisation directing and leading the community infrastructure project.

Term	Definition
Partners	The agencies or organisations collaborating in the community infrastructure project.
Place-based approach	A joined-up approach responding to problems in a particular location. The problem and the response are owned by all stakeholders and the goal is to achieve long-term positive change. A place-based approach requires a long-term commitment across multiple stakeholders and a high level of effort and resourcing. This approach is particularly relevant for what are termed wicked social challenges that require cross sector and institution collaboration.
Private	Funding from private or not-for-profit organisations.
Public	Funding from government and government-owned organisations.
Rural	Areas which are classified as Outer Regional Australia, Remote Australia and Very Remote Australia under the Australian Bureau of Statistics Accessibility/Remoteness Index of Australia (ARIA+).
Service integration	Service integration can be conceived as a continuum from collocation and cooperation – involving low-intensity, low-commitment relationships in which parties retain their individual autonomy but agree to share information to coordination, collaboration and integration involving higher intensity and high-commitment relationships in which parties share resources, jointly plan and deliver services.
Service mix	The range of infrastructure and services provided by the community infrastructure project.
Site characteristics	Physical characteristics of the site.
Target user group	The intended user population of the community infrastructure.
Urban	Areas which are classified as Major Cities of Australia, and Inner Regional Australia under the Australian Bureau of Statistics Accessibility/Remoteness Index of Australia (ARIA+).
Vulnerable populations	Population groups that may be at risk of social and/or economic disadvantage. For example this may include those that are culturally and linguistically diverse, refugees, Aboriginal and Torres Strait Islander people, and people with a disability.
Wellness	Refers to services and associated infrastructure provided to support an individual or a group's actively pursued goal of achieving good health and can include sports, recreational and fitness services. It excludes services that focus on the treatment of illness, which fall under the Health category.

Source: Deloitte Access Economics

Iconography

The following iconography in Table ii is used throughout the case studies to illustrate the range of contexts of the different collaboratively planned infrastructure. Table iii outlines the success factors used throughout the case studies, which are represented by the following iconography and are consistent with those identified in the literature review.

Table ii: Range of contexts

Education		Greenfield	
Health		Brownfield	
Community infrastructure		Urban	
Community services		Rural	
Wellbeing		Public	
Commercial		Public/private	

Source: Deloitte Access Economics

Table iii: Success factors

Leadership and management		Measurement	
Focus and vision		Funding	
Collaborative and detailed planning		Governance and culture	

Source: Deloitte Access Economics

Executive Summary

Deloitte Access Economics was engaged by the Queensland Department of State Development Community Hubs and Partnerships (CHaPs) program team to undertake a review of the social and economic benefits of the CHaPs program. The review comprises three components as conceptualised in Table 1.1:

- A literature review on collaborative approaches to social infrastructure and service planning;
- A suite of case studies that highlight 'good practice' examples of collaborative approaches to social infrastructure and service planning/delivery as identified in the literature review; and
- A measurement framework, which provides a systematic structure and practical method for applying benefit identification and measurement to specific projects.

This document captures the key findings of the deep dive case studies.

Table 1.1: Overview and purpose of research outputs

	Overview	Purpose
Literature Review	• Summary of the evidence and learnings from collaboratively planned social infrastructure at an aggregate level	• Provides a high level understanding of the benefits, measurement of benefits, and success factors of collaboratively planned social infrastructure
Case Studies	• Provide brief good practice examples of successful collaboratively planned social infrastructure cases	• Serves as a stakeholder engagement tool, to stimulate interests and generate discussions on collaboration opportunities
Measurement Framework	• Provide a systematic structure and practical method for applying benefit identification and measurement to specific projects	• Serves as a systemic and structured tool to measuring outcomes

Through applying the case study selection criteria, developed in collaboration with the CHaPs team and Cross Agency Advisory Panel (referred to as the Working Group), twelve national and international examples of successful collaboratively planned social infrastructure projects have been identified. The criteria sought to identify a mix of collaboratively planned social infrastructure across a range of locations, service mixes, site characteristics, and funding arrangements. The case studies were developed drawing on desktop research including existing evaluations and supplemented with interviews with representatives from the projects to gain a deeper understanding and draw out key lessons, where possible. The design of the case studies was developed based on observing best practice across a range of other case studies.

Observations on contexts

The literature review identified that collaboratively planned social infrastructure can take on a variety of forms, and that these different contexts have the potential to drive different outcomes. The iconography outlined in Table 1.2 is used throughout the case studies to illustrate the range of contexts of the collaboratively planned social infrastructure.

Table 1.2: Range of contexts

Education		Greenfield	
Health		Brownfield	
Community infrastructure		Urban	
Community services		Rural	
Wellbeing		Public	
Commercial		Public/private	

Source: Deloitte Access Economics

The case studies showcase a range of examples across different contexts and settings. This is in recognition of the variation and complexity in contexts and settings for collaboratively planned social infrastructure projects. Table 1.5 identifies the characteristics of the selected case studies, highlighting a mix of locations, services, site characteristics and funding arrangements:

- Education and health services are the most prevalent services captured within the suite of case studies. The facilities often have an anchor service, to which adjacent services are collocated in order to service the needs of the community. For example, school-based hubs are often collocated with community infrastructure and community services, to connect children and families to appropriate services.
- In terms of site characteristics, of the case studies identified, they are a mix of greenfield and brownfield, and are more commonly located in an urban, rather than rural, setting. The lack of rural case studies was driven a lack of appropriate examples with sufficient research conducted.
- The funding arrangement across the case studies are similarly mixed, with some facilities gaining public funding, and others securing a mix of public and private funds.

Observations on success factors

A range of success factors was identified by the literature review, which were found to be common across all contexts. Similarly, the success factors of individual case studies include leadership and management; focus and vision; collaborative and detailed planning; measurement, funding; and governance and culture.

Table 1.3: Success factors

Leadership and management		Measurement	
Focus and vision		Funding	
Collaborative and detailed planning		Governance and culture	

Source: Deloitte Access Economics

Table 1.3 highlights the success factors evident especially as they relate to the planning stages for each of the case studies. The most commonly observed success factors were collaborative and detailed planning; governance and culture; focus and vision; and leadership and management:

- Collaborative and detailed planning was observed through extensive community consultation, stakeholder engagement, and strategic facility design.
- Establishing independent governance groups, representation from a wide range of stakeholders from earliest stages of planning, and partnership agreements constituted effective governance arrangements observed among successful facilities.
- Identifying the needs of the community through extensive stakeholder and community consultation, and tailoring services to meet the specific needs of the community was observed to contribute to the success of collaboratively planned social infrastructure.
- Successful leadership and management was observed through a strong focus on building relationships and trust with various stakeholders, establishing clear communication lines, and having a good facilitator.

Observations on outcomes

Eight of the twelve case studies were underpinned by an evaluation. Others had not completed a formal evaluation, with findings underpinned by case studies. Through consultation, the value of conducting an evaluation was acknowledged and identified as a future action.

Of the outcomes reported, there was a larger focus on the social outcomes associated with collaboratively planned social infrastructure. Some of the commonly observed social benefits included service access and awareness; community networks, cohesion and engagement; and educational outcomes:

- There were numerous examples of increased service access through the collocation of various community services. The creation of a safe and welcoming environment along with effective marketing and increased referrals contributed to wider awareness of relevant services.
- This approach often resulted in reports of improved community networks, cohesion and engagement through providing opportunities for the community, particularly vulnerable populations, to participate in various programs and events.
- Educational outcomes were commonly observed across education-based hubs with a range of adjacent community services, which were able to help identify development issues in children and enable knowledge sharing.

As noted, through the case study interviews, many organisations noted that the focus of the services was to deliver social outcomes, with a smaller focus on the economic considerations. That said, there were economic outcomes identified, particularly among facilities that had higher degrees of service integration. These included operational efficiencies, such as a reduction in operating expenditure or generation of additional revenues:

- Operational cost savings were commonly observed where collaborative service delivery was evident, enabled by the sharing of resources, spaces, equipment, staff and data.
- There were reports of the generation of additional revenues through the lease of excess space, or the sale of excess land.

As mentioned above, different context/settings have the potential to drive different outcomes, and this was also observed within this suite of case studies. For example, in community facilities with collocated educational services such as schools, kindergartens, and early years services, outcomes relating to improvements in education and school readiness were more prevalent. Similarly for the economic outcomes, services that were more integrated more often observed operational efficiencies, such as lower operating costs.

Observations on key lessons

There are a number of valuable lessons to be learnt through observing existing examples of collaboratively planned social infrastructure. The key lessons identified across the suite of twelve case studies are outlined in Table 1.4 below.

Table 1.4: Key lessons

Community consultation	Identifying the needs of the community through consultation in the planning stages allows services to be tailored to meet the needs of the community. This community engagement needs to be extensive and ongoing to ensure that services are flexible and are able to adapt to changing community needs.

Facility design	Facility design is key to optimising service utilisation, and having a flexible model allows services to adapt to changing needs.
Independent governance	Establishing independent governance group, with wide representation across all stakeholders is important.
Interagency collaboration	The collocation of multiple agencies delivering complementary services in one spot presents opportunities to increase interagency collaboration, yielding economic benefits for partners and improved social outcomes for the community through more efficient service provision.
Knowledge sharing and learning	Dissemination of learnings from previous hubs can help achieve buy in when establishing a new hub or improving an existing hub. This knowledge sharing allows hubs to continuously learn from each other and navigate challenges that previous hubs have already faced.
Leadership	Strong and committed leadership among all stakeholders is crucial to the initial and ongoing success of the hub. Moreover, 'champions' are central to driving change and achieving the vision.
Location	Services need to be strategically located to optimise accessibility for community members. Successful hubs are often located in close proximity to public transport and shopping centres.
Measurement	Measuring both processes and outcomes is vital to track the progress of the range of services provided. Successful hubs have measured the degree of integration as a process, along with the outcomes.
Operational efficiencies	Operational efficiencies can be achieved through effective collaboration and better use of social infrastructure, including cost sharing or revenue generating activities. Successful hubs have reduced operating costs through shared overheads and staffing, and have generated revenue to offset costs through leasing space or selling excess land. This also has the potential to remove duplication of generic services (multiple channels should be explored to achieve operational efficiencies).
Overcoming challenges with collaboration	Bringing together a range of various stakeholders in a collaborative service delivery model has many benefits, but also brings with it some challenges around new ways of working and potential culture clashes. It is important to address these issues at the early stages of the planning phase by bringing together all the stakeholders and agreeing on a shared vision and direction.
Relationships with stakeholders	Establishing and maintaining relationships with all stakeholders through the planning stage is important. However, these relationships can't stop after the planning stage, and should be ongoing. Committing sufficient time for collaborative and interagency planning is also important.
Revenue and funding	Establishing multiple revenue and funding streams (across various levels of public and private sector) diversifies the hub and mitigates reliance of short to medium term funding.
Shared vision among staff	It is vital that there is a shared understanding of the vision, which is supported by new and existing staff.
Spreading awareness	Marketing and promotion of the services and events offered at the hub is key to spreading awareness to the community, and ensuring that community needs are being efficiently and effectively serviced. Spreading awareness acts as a precursor to achieving outcomes, and

can be achieved through active marketing and innovative techniques such as utilising social media platforms.

Urban and rural	There are different challenges for different sites. For instance, a challenge for rural hubs are attracting staff. It was identified through consultation that while retaining staff was achieved through good working conditions and great facilities, attracting staff remained a challenge.

Source: Deloitte Access Economics

Table 1.5: Overview of case studies

Hub	Location	Service mix						Site characteristics				Funding		Success Factors					
		Education	Health	Community infrastructure	Community services	Wellbeing	Commercial	Greenfield	Brownfield	Urban	Rural	Public	Public/private	Leadership and management	Focus and vision	Collaborative and detailed planning	Measurement	Funding	Governance and culture
Broadmeadows Valley Primary School Hub^	Victoria	✓	✓		✓				✓	✓		✓				✓	✓		
Bruce WoodGreen Early Learning Centre*^	Canada	✓			✓				✓	✓			✓	✓	✓	✓	✓		✓
Caroline Springs Partnership^	Victoria	✓	✓	✓	✓	✓	✓	✓		✓			✓	✓	✓				✓
Clayton Community Centre*^	Victoria	✓	✓	✓	✓	✓	✓		✓	✓		✓				✓	✓	✓	✓
George Town Community Hub*	Tasmania	✓		✓	✓			✓		✓		✓				✓			✓
Langs*^	Canada	✓	✓	✓	✓	✓		✓		✓			✓	✓	✓	✓	✓		✓
Manning Community Hub*	Western Australia		✓	✓	✓	✓		✓		✓			✓		✓	✓		✓	
Pathways Learning and Leisure Centre	Queensland	✓		✓	✓	✓	✓	✓		✓			✓				✓	✓	✓
Redfern Community Centre*	New South Wales	✓	✓	✓	✓	✓			✓	✓		✓				✓	✓		
Sherbrooke Family and Children's Centre*^	Victoria	✓	✓	✓	✓				✓		✓	✓		✓	✓	✓			✓

Hub	Location	Service mix						Site characteristics				Funding		Success Factors					
		Education	Health	Community infrastructure	Community services	Wellbeing	Commercial	Greenfield	Brownfield	Urban	Rural	Public	Public/private	Leadership and management	Focus and vision	Collaborative and detailed planning	Measurement	Funding	Governance and culture
The Pulse^	New Zealand	✓	✓		✓				✓	✓		✓		✓		✓			✓
Woodridge State High School^	Queensland	✓			✓				✓	✓		✓					✓		✓

*consultation undertaken ^ underpinned by an evaluation

Source: Deloitte Access Economics

Case Study 1: Broadmeadows Valley Primary School Hub

Victoria, Australia

Overview

The Broadmeadows community, within the Hume region in Victoria, is considered low socio-economic, with poor social support networks and high unemployment[1]. There is also a large culturally and linguistically diverse (CALD) population; for example, in 2016, 65% of high school students did not have English as a first language[3].

Established in 2009, the hub brings together four primary schools, along with other services for children and families. The hub is part of the Communities for Children strategy, aimed at building a greater sense of belonging for children and families through offering a range of services to the community[6].

Source: Danthonia Designs

Note that no consultation has been undertaken for this case study, and therefore the information contained in this case study is based on desktop research.

Context/setting

Education	Health	Community Services	Brownfield	Urban	Public

Service mix	**Education**, including primary school and kindergarten[1,2,4] **Health**, including maternal and child health visits[6] **Community services**, including adult English classes, financial management classes, driving license classes, and info sessions in multiple languages by Centrelink[1,2,6]
Level of integration	Integration across services is on an ad hoc basis. There is evidence of collaboration and sharing spaces and contracts for cleaning, telephones, the canteen and electricity[5]
Site characteristics	**Brownfield**, the hub was established following the merger of four local primary schools[2] **Urban**
Funding	**Public**, funding for the Communities for Children initiative administered through the (then) Department of Families, Housing, Community Services and Indigenous Affairs
Partners (inc. lead agency)	**Lead agency:** Broadmeadows UnitingCare **Partners:** *Unable to be confirmed through desk top research*

Foundations for success

This hub exhibits two key success factors that were identified in the literature review.

Collaborative and detailed planning

Measurement

Collaborative and detailed planning

Creating and maintaining relationships with various stakeholders was reported to be an important success factor[6]. This included a strong focus on engaging with families; for instance, the parental ambassadors program provides parents the opportunity to volunteer and lead various events, as well as encouraging community input into decision making[2,6].

Measurement

The Communities for Children and wider Broadmeadows regeneration project have been evaluated. More specific to the hub, there are also a range of existing available case studies. Measuring outcomes allowed the hub to demonstrate their value and positive contributions to the community.

Outcomes

Reduced operating costs

Partnerships have enabled external agencies to use shared spaces for mutual benefit, such as the local dance school teacher assisting with the school dance program in return for the use of the multipurpose room without charge[5]. Moreover, economies of scale were achieved through the sharing of contracts for cleaning, telephones, the canteen and electricity[5].

Service awareness and access

There was anecdotal evidence of increased family engagement in the range of community services offered. The collocation of various services increases the awareness of other complementary services. There was a higher reported attendance at parent-teacher conversation days.

Community networks, cohesion and engagement

The range of services provided by the hub has helped to break down social isolation and increase networks for CALD populations. For example, a single mother with poor English skills was able to improve her English through a range of workshops offered at the hub. Services helped to build her networks and confidence, and inspired her to complete a TAFE course in community services[2].

Educational outcomes

It was acknowledged that having adjacent services spanning the educational spectrum, from early years to TAFE, demonstrates the continuum of education to families in a non-confrontational way, encouraging a smoother transition for both children and families[5,6]. There is also evidence of improved learning outcomes for children and better early support for children's development needs across the Broadmeadows area[4,6]. It was also noted that the establishment of the hub helped with attracting a higher calibre of staff[6].

Civic involvement

As mentioned above, there was enhanced parental engagement with the parental ambassadors program, which allowed parents a channel through which they could contribute to the ongoing activities of the hub[6].

Lessons
- Relationships with stakeholders are important to establish and continuously monitor over the project. The parental ambassadors program is a good example of engaging the community to help shape the project to meet community needs. This engagement should be ongoing and service delivery should be flexible so as to respond to the changing needs of the community
- Marketing and promoting the services and events offered by the hub is important to spread awareness, which acts as a precursor to many of the social benefits that accrue to the community. Observed methods of marketing services and events include hosting large event days, signs, posters and newsletters, which are translated into languages appropriate for the community

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Case Study 2: Bruce WoodGreen Early Learning Centre

Ontario, Canada

Overview

Established in 2002, the Bruce WoodGreen Early Learning Centre is a not-for-profit child centre which serves children from 1 year 6 months to 12 years.

It was one of five pilot sites under the Toronto First Duty (TFD) program[a] that trialled and researched a new model of delivering early learning. The specific driver for the inclusion of Bruce WoodGreen as a pilot site was the imminent closure faced by the Bruce Public School due to low student enrolment number in 2002. The success of the centre led to its continuation beyond the initial pilot phase of the program[1].

Source: WoodGreen

Context/setting

Education	Community Services	Brownfield	Urban	Public/Private

Service mix	**Education**, including a school, kindergarten, childcare centre, and a parent and family literacy centre[1,4]
	Community services, including parental support and English as a Second Language (ESL) classes[4]
Level of integration	Integration took place at multiple levels, including both the integration of staff team between the Ontario certified teacher (OCT) and early childhood educator (ECE) and the integration of services among child care, education services, health services and parenting support[6]
Site characteristics	**Brownfield**, located in the Bruce Public School and having had a number of spaces repurposed to meet licensing requirements for childcare centres
	Urban
Funding	**Public/Private**, the centre's building is located in the Bruce Public School, and is therefore publicly funded by Toronto District School Board. The centre was also granted a Purchase of Service Agreement by the City of Toronto, which allowed the centre to accept children whose families were eligible for fee subsidies, thus increasing the reach to populations who might not have attended otherwise.
	Ongoing funding of the research was provided by the Atkinson Charitable Foundation from 2001 to 2011. Additional funding contributors to research included Human Resource Development Canada and the Social Sciences and Humanities Research Council of Canada
Partners (inc. lead agency)	**Lead agency:** Jointly led by the Toronto District School Board, the Atkinson Charitable Foundation, and the City of Toronto's Children's Services.
	Partners: Other funding partners as listed above[3]

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[a] The Toronto First Duty program was envisioned in 1999 by the Atkinson Charitable Foundation (ACF) and the City of Toronto through the Toronto Children's Advocate. The demonstration project's aim was to conduct a feasibility study on integrated early childhood programs.

Foundations for success

This hub exhibits five of the key success factors that were identified in the literature review.

Leadership and management	Focus and vision	Collaborative and detailed planning	Measurement	Governance and culture

Leadership and management

One of the most significant successes of the integration (especially during the pilot phase) was the strong cohesive staff team in the kindergarten program which operated with teachers employed by the school board and ECEs employed by WoodGreen. Despite the notable differences in training and compensation for OCTs and ECEs, the staff team of OCT and ECE engaged in joint professional development activities in the area of curriculum development, child development, child management and other areas of mutual interest. Importantly, the ECEs were considered full and equal learning team partners and participated alongside the teachers in all areas including planning, child assessment and parent interviews.

This teamwork was facilitated and encouraged by the leadership team that was guided and supported by a Toronto District School Board Superintendent. The Superintendent was regarded as a transformational leader and ensured that the right people were in place to achieve the desired outcomes[6]. Challenges around leadership were identified as a key factor hindering integrative efforts among the other four TFD pilot sites, which consequently did not proceed to Phase 2[b].

Focus and vision

There was a clear vision shared by the project partners, which was to transform public policies on early childhood programs, by developing and researching a universal early learning and care program for children.

Central to the vision was also the premise that families are the first and most powerful influence on children's learning and development. This philosophy has determined the centre's approach in inviting families as partners in the early learning programs and creating a place that is owned by families as much as it is by teachers[7].

Collaborative and detailed planning

The centre took an intended collaborative approach to delivering and planning services. Curriculum were jointly planned by both OCTs and ECEs and services offered were continually adapted to changing needs of the families. The Parent Council has driven a number of decisions to expand the services to include children of other ages outside the existing age group. Targeted programs were also offered in response to family needs such as parental support and ESL classes.

Measurement

The ongoing support of funding from the Atkinson Charitable Foundation and a number of other research partners was of critical importance in ensuring the continuity of the evaluation research spanning across a decade. The research findings and evaluation outcomes were invaluable information that provided timely reflection and input into the ongoing improvement of the design and delivery of the pilot program.

Using mixed methods, case studies and quasi-experimental methodologies, the research design for the TFD program included both process and outcome evaluation. The formal evaluation of the program was undertaken over three phases (Phase 1 2002-2005, Phase 2 2006-2008 and Phase 3 2009-2012), and collected a large amount of qualitative information and quantitative data[1].

Tools for tracking and measuring processes included: *Indicators of Change (IoC)*[b] for service integration, *Intake & Tracking (I&T)* for family background and program use, *EC Envir Rating Scale (ECERS-R)* and Child Obs Framework (COF) for program quality, and EC Parent Daily Hassles (EC-PDH) for parent-EC service interface. Measurements for outcome was primarily undertaken using the Early Development Instrument (EDI)[1,2].

Governance and culture

The overall governance of Bruce WoodGreen is through an onsite management committee comprised of various stakeholders including the school principal, school board superintendent, project coordinators and city staff[1].

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[b] Phase 1 of TFD spanned the years from 2002 through to 2005, Bruce WoodGreen was only one of the five TFD sites deemed sustainable to move forward into Phase 2 as a prototype.

[b] The Indicators of Change was designed to guide, track and assess the progress of TFD sites on the path to integration of programs and services including child care, early childhood education, family support programs and kindergarten. The tool was developed to measure the degree of integration across a continuum, or five stages of integration. The initial tool included a total of nineteen program indicators, with four in local governance, three in seamless access, five related to learning environment, four for the early childhood staff team and three for parent participation[5].

The inclusion of the early childhood portfolio under the Ministry of Education was also a key factor in enabling an integrated response to early child education.

Outcomes
Health, social and physical outcomes
Improvements related to physical and social wellbeing were observed as a result of the TFD program[5]. For example, evidence for short-term positive effects of the TFD model were found on children's social-emotional development on the EDI. Improvements in outcomes were also observed in parents; various lines of evidence showed gains for parents from the TFD experiment that went beyond client satisfaction. For example, the quasi-experiment, comparing parents from the TFD program with parents from schools with only kindergarten, showed that the TFD parents were more likely to feel empowered to talk to their child's kindergarten teacher.

There were also outcomes observed for educators, in that educators benefit from an environment that is less isolated and gain professional satisfaction from opportunities for collaboration and joint learning. Also the quality of early years education increased.

These associations were seen in both pre-post comparison within TFD sites and in quasi-experimental comparisons with demographically-matched communities. In addition, there was also observed patterns of these children and parents outcomes being positively correlated to the level of service integration.

Educational outcomes
Evidence was also strong in terms of improved educational outcomes for children. After applying various demographic controls, it was found that more intense involvement in the TFD programs predicted children's cognitive, language and physical development; this linkage also held across maternal education levels and language status. These changes were measured and reported through the EDI[5].

Lessons
- During the pilot phase, there was concentrated effort to support integration between the kindergarten and child care staff teams. However, the level of integration tapered off post pilot phase, mostly as a result of the challenges faced by the two separate teams when it comes to differences in workforce arrangement, legislative framework and union organisations under the business-as-usual operating parameters. This highlights the fact that integration is not a steady state achieved by introducing a model or program; rather it is a continuous work-in-progress journey.
- Central to the effective integrated curriculum framework was the opportunity for all educators to participate in consistent and joint program planning.
- Measuring both processes and outcomes are relevant for tracking the success of the program and continuously improving the service delivery. This was particularly the case given the demonstrated evidence that there is a noticeable connection between process and outcomes for this model.
- Strong leadership was crucial to the initial and ongoing success of the hub.
- There was substantial organisational changes required with mergers of the two teams and integration of services, and there were challenges associated with this such as space constraints, staffing changes, and lack of a clear shared vision[1]. Setting aside the time to meet regularly and enable joint planning was important to align goals and objectives and achieve buy-in from both teams[2].

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Case Study 3: Caroline Springs Partnership

Victoria, Australia

Overview

Caroline Springs is a rapidly growing municipality in Victoria[1]. The population is culturally diverse, with one third born overseas and 28% from a non-English speaking background[4].

The Caroline Springs Partnership was established in 2005 by the Shire of Melton, Delfin Lend Lease and the Department of Victorian Communities. The partnership was a place-based initiative focussing on bringing government, business and community groups together to plan the provision of community infrastructure including community centres, education and health facilities.

Source: City of Charles Sturt

Note that no consultation has been undertaken for this case study, and therefore the information contained in this case study is based on desktop research.

Context/setting

Education	Health	Community Infrastructure	Wellbeing	Commercial	Community Services	Greenfield	Urban	Public/Private

Service mix	**Education**, including schools[1]
	Health, including private health services[1]
	Community infrastructure, including libraries[1]
	Community services, including child and family services[1]
	Wellbeing, including sport and recreation facilities[1]
	Commercial, including shops[1]
Level of integration	*Unable to be confirmed through desk top research*
Site characteristics	Majority **greenfield**, however some components of the partnership were already in existence
	Urban
Funding	**Public/private**, shared funding was emphasised as a priority of the partnership. Funding was shared among the key project partners: local government, state government and developer
Partners (inc. lead agency)	**Lead agency:** Shire of Melton
	Partners: Delfin Lend Lease and Department of Victorian Communities

Foundations for success

This hub exhibits three key success factors that were identified in the literature review.

Leadership and management	Focus and vision	Governance and culture

Leadership and management
A good facilitator was reported as the main factor underpinning an effective partnership[1,2]. The partners involved must understand that they are interdependent, and thus, the success of the partnership relies on building trusting relationships between each other and having a facilitator to guide this process. The facilitator was also beneficial for keeping focus, pulling work together and keeping all partners on track.

Focus and vision
People needed to have a clear purpose and objectives that focuses and clarifies roles and responsibilities, so everyone has clear expectations and a shared vision[2,3]. Most partners interviewed raised the importance of this, and particularly determining parameters so the partnership does not get involved in everything and lose effectiveness.

Governance and culture
Having strong governance with the right decision-makers at the table was another key success factor[2]. Specifically, having people with a commitment to contribute was highlighted; senior enough to make decisions and expert enough to assist effective decision-making.

Outcomes
Reduced operating costs
An evaluation of the partnership showed that efficiencies were gained by sharing the planning and management of facilities[2]. Specifically, there were reduced costs through joint contracting and utilising in-kind labour, economies of scale in the management of shared facilities, minimise overlap of services and savings from joint tendering.

Improved Services
All key project partners that were interviewed reported that the use of a planning model led to more timely and coordinated delivery of services and infrastructure[3].

Educational outcomes
All organisations reported that they had learned through their partnerships and that these had increased their capacity for planning social infrastructure[1,2]. It was also agreed that the partnership had led to innovation and opportunities that would not have been realised otherwise.

Community networks, cohesion and engagement
Residents in Caroline Springs reported that their area has a more active community where people do things and got involved in the local issues and activities[1,2]. People are friendlier, with good neighbours willing to help each other. They also reported having access to good services and facilities such as shops, child care, schools and libraries.

Civic involvement
Evaluation shows increased community involvement and therefore social connection between residents[2]. The delivered infrastructure fostered a range of clubs and activities for residents to participate in. Social connection was also enhanced by the urban design details raised by the partnership, promoting a sense of community.

> **Lessons**
> - Partnership processes can be difficult and time consuming[1,2]. There is the potential to disenfranchise people – particularly with the pressure of already full workloads. Some partners reported they would like the process be faster than it was
> - Turnover of organisational personnel can pose difficulties as new relationships need to be built[1]
> - It can be difficult to sustain motivation of partners throughout the process[3]. Partnerships that are working on intractable problems may also fail to see the impact of their activities as they are engulfed in what needs to be done.

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Case Study 4: Clayton Community Centre

Victoria, Australia

Overview

Clayton is a culturally diverse community in the City of Monash, with large Greek and Chinese representation. With many new arrival residents and pockets of high unemployment, Clayton is one of the most disadvantaged communities in Monash.

In response to a range of persisting social challenges such as crime, violence, alcohol and drug misuse, and significant social disadvantage, the Clayton Community Centre was established in 2008. This project was seen as an aspirational and practical response, taking the opportunity to decommission and relocate the existing unsafe and undesirably located Library. The aim was to create a safe and welcoming community space to act as the heart of Clayton. The centre comprises a range of previously disconnected government services, along with a number of other community providers.

Source: City of Monash

Context/setting

Education	Health	Community infrastructure	Community services	Wellbeing	Commercial	Brownfield	Urban	Public

Service mix	**Education**, including a preschool with playgroups[1] **Health**, including a maternal and child health centre[1] **Community infrastructure**, including a library, meeting rooms and theatrette[1] **Community services**, including youth and family services[1] **Wellbeing**, including an aquatic and health club[1] **Commercial**, including a café[1]
Level of integration	The collocation provides opportunities for interaction and collegiality among services, however, consultation identified that there is currently only a modest degree of service integration
Site characteristics	**Brownfield**, purpose built facility, however, this was an expansion of an existing Council site (the Clayton Fitness Centre)[1]; the previous library building was decommissioned **Urban**
Funding	**Public**, including different levels of government such as council, state government and sale of land[2,3]
Partners (inc. lead agency)	**Lead agency:** Monash City Council **Partners:** Clayton Aquatics and Health Club, Clayton Children's Services, Clayton-Clarinda Arts Inc., Monash Youth Services, Link Health and Community[1]

Foundations for success

This hub exhibits four key success factors that were identified in the literature review.

Focus and vision   *Collaborative and detailed planning*   *Measurement*   *Governance and culture*

Focus and vision

The Clayton Community Action Plan identified a range of development areas for the community, which set out the vision of the hub[2]. This outlined five areas including a focus on communicating and learning; community wellbeing; the natural environment; community safety; access and amenity; and recreation and leisure.

Collaborative and detailed planning

Community representatives are not directly involved in the steering committee. However, they are extensively involved through four resident groups, who meet regularly with the steering committee on an ongoing basis[2]. Other community engagement channels were also deployed, such as the display of newsletters in the public library, holding community forums, and establishing community development and services directorate networks. The facility is located in close proximity to public transport and the main shopping area, which increases accessibility for members of the community[3].

Measurement

An evaluation was undertaken for the hub jointly, with two other hubs in the adjacent City of Kingston (Clarinda Community Centre and Melaleuca Community Hub) in 2013[2]. A Participant Survey was undertaken on participation across the hubs and outcomes of the project. Results are summarised in the following section.

Governance and culture

Governance was led by a steering committee, with representatives from State government, Monash and Kingston Councils, along with other stakeholders[2].

In addition, there was a project working group that met weekly throughout the entire planning and building stage of the project. The project working group comprised of Director City Development and Manager Information and Arts from the City of Monash, representatives from Link Health and the aquatic centre, urban designers and architects, as well as project management coordinators.

There was a strong sense of collegiality and goodwill among the project team, which is generated from the common belief that this project was going to bring significant positive change and impact to the community. This has created a high level of enthusiasm and engagement from different project team members.

Outcomes

Service awareness and access

The evaluation study of the three hubs found that there has been increased knowledge and use of services, with 93% of respondents reporting that their use of local services has increased, specifically in relation to the Clayton Community Centre[2]. This has been shown by a sustained increase in library visits of almost 30%.

Being located next to an aged care facility was also reported to have increased access for these residents, particularly services relating to health and wellbeing.

Community networks, cohesion and engagement

Through partnering with and supporting a range of targeted programs, the Clayton Community Centre has contributed towards promoting community inclusion and encouraging community participation. One example is the "Monash Woman Building Bridges" project, which is aimed at increasing and building migrant and refugee women's leadership and social networks. The project provides training as well as the option for participants to become a 'champion' and help deliver workshops for other woman[2].

Connecting culturally diverse populations

The centre has served as the venue for a number of themed community nights. A community night with Chinese and Vietnamese theme in 2013 attracted over 500 local residents. These nights are supported by volunteers from the project theme groups. In a survey, two thirds of respondents indicated that they are a part of a local group as a result of the project[2]. Moreover, 73% of respondents felt that they had improved their networking skills as a result of the project[2]. Community nights have also led to a local Indian and African community group organising their own events and showcasing their culture at the Clayton Community Centre.

Educational outcomes

The centre offers a Cert 3 course in Aged Care and Home and Community Care, targeted at culturally and linguistically diverse populations. This is a successful program, with over 80% of graduates gaining employment[2].

There is also the opportunity for different community groups using the theatre to collaborate with each other and share learnings.

Safety

The project has reduced the opportunity for anti-social behaviour, graffiti and crime. Perceptions of safety have increased, with 84% of respondents indicating that they felt an improvement in safety[2].

Lessons

- The library and aquatic centre served as an anchor service of the centre, which invited general public/community access. The library was seen as the "lounge room of the community".
- Wide consultation with the community over both the planning and operational phase of the centre is key to success. The centre has been particularly successful in bringing the community along for the journey, letting them have their say and maintaining lines of communication.
- There was reported initial resistance from an incumbent user group for the opening up of a particular facility to a broader user group. Equitable access was eventually secured for all user groups, achieved through extensive and persistent negotiation with the incumbent to demonstrate the benefits.
- Partners must have a shared understanding of the vision to address community needs.

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Case Study 5: George Town Community Hub

Tasmania, Australia

Overview

George Town is a rapidly growing community within Tasmania. The community is relatively disadvantaged, with high unemployment and low levels of education and adult literacy[2]. Previous models of siloed service delivery were ineffective at addressing these issues, which drove the need for a new model.

The George Town Community Hub was established in 2014, offering a new model of service delivery whereby multiple services were strategically collocated to act as a one-stop-shop, providing a range of holistic services and support for children and families.

Source: ARTAS

Context/setting

Education	Community Infrastructure	Community Services	GreenField	Urban	Public

Service mix	**Education**, including Learning and Information Network Centre (LINC), activities for preschool children and school children[1,2]
	Community infrastructure, including a library, public meeting rooms and spaces to study[2]
	Community services, including Service Tasmania and Child and Family Centres (CFC)[1,2]
Level of integration	Service integration is evident between the LINC and CFC, with shared spaces, resources, staff and skills. There are fewer opportunities for service integration with Service Tasmania given their transactional nature. However, there is still a sense of collegiality among all the services, and the collocation of Service Tasmania provides an opportunity for increased awareness of, and access to, other services
Site characteristics	**Greenfield**, purpose built facilities were constructed on Regents Square[2], adjacent to an existing memorial hall[2]
	Urban
Funding	**Public**, funding sourced from the capital investment program – LINC and CFC funding[2]
Partners (inc. lead agency)	**Lead agency:** Department of Education (Tasmania)
	Partners: Service Tasmania

Foundations for success

This hub exhibits two key success factors that were identified in the literature review.

Collaboarative and detailed planning   *Governance and culture*

Collaborative and detailed planning

Planning and consultation was undertaken with the community, which included engaging with the 'Local Enabling Group'. This is comprised of members of the community, members of Gateway, Anglicare, and representatives from the Department of Education and local schools[2,3]. This allowed for active engagement of the community in the planning stage, allowing them to have their voice heard and shape the facility and service design.

The hub is located in the town centre and in close proximity to a shopping centre and public transport, as well as a range of other services including doctors, pharmacies, supermarkets and banks[2].

Governance and culture

In recognition of the governance challenges of collaboration, the Community Services Hubs Board was established to oversee the process. This is comprised of representatives from the service providers, along with representatives from the Department of Premier and Cabinet[2].

In addition, the 'Early Years Collective' was established, which meets weekly with a specific focus on outreach and pathways. This group is comprised of representatives across multiple partners including the CFC, school, child care and others.

Outcomes

Reduced operating costs

An inquiry into Tasmanian Child and Family Centres found that the George Town Child and Family Centre had slightly lower than average operating costs (compared to other Child and Family Centres in Tasmania) as a result of being collocated with the LINC and sharing facilities[4].

Service awareness and access

Library membership has increased by approximately 800 people since the hub opened compared with the previous library location. This is reported to increase the opportunity for the community to become aware of and connect with adjacent services that were previously located elsewhere and had some barriers to access. Staff also worked together to develop an outreach strategy, identifying and engaging with families who would benefit from accessing services. This approach has connected approximately 50 more families and 100 more children to services, with varying levels of engagement.

Community networks, cohesion and engagement

It was acknowledged that the hub is having a positive impact on vulnerable and socially isolated populations through providing a safe and welcoming place. Despite being focussed more on younger families and their children, there has been an observed increase in engagement from older members of the community, using the library services and attending the hub with grandchildren, with anecdotal reports of reducing social isolation of these members of the community.

Lessons
- Facility and service design was developed in collaboration with the community, which allowed it to be tailored to the community's specific needs
- The hub was strategically located in close proximity to public transport and shops, which contributed to the success through increasing accessibility for community members
- Having a single manager responsible for overseeing the delivery of multiple services helps drive integrative efforts, and this was evident in the case of the LINC and CFC, where it was identified that having a single manager enabled integration. Following the success of this approach, a neighbouring hub located in Queenstown adapted their model to have a single manager.
- Establishing the hub on greenfield site allowed agencies more flexibility to tailor the design of the facility and services to the specific community needs.
- Having the time and opportunity to extensively plan and build relationships with partners prior to the operations phase was identified as an important factor in ensuring a smooth transition from the old, siloed model, to a new, more collaborative way of delivering services
- Ensuring that new and existing staff have a shared understanding of the vision is important to drive integration
- Collaboration with other services or organisations in the community, such as schools, through the Early Years Collective, has ensured clear and consistent messaging to families regarding the suite of services and events offered
- Operational efficiencies can be achieved through shared contracts for energy, cleaning, staffing, along with avoided duplication of generic services

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Case Study 6: Langs

Ontario, Canada

Overview

Langs has grown from a neighbourhood development program in 1978 into one of the largest community hubs in Ontario, with six sites. It was initially developed to address a lack of services, with a vision to provide services to help address the substantial social and economic needs in a densely populated, isolated community[3]. The main Langs site, The Hub@1145, in Cambridge brings together over 20 collocated community and social services[1,3]. Langs aims to build stronger and healthier communities by increasing access to a variety of services, serving all members of the community, from children to older people[3,4].

Source: Langs

Context/setting

Education	Health	Community Infrastructure	Community Services	Wellbeing	GreenField	Urban	Public/private

Service mix	**Education**, including an early years centre
	Health, including a community health centre, mental health services, self-management programs for people with chronic health conditions, diabetes education program, counselling services (individuals, couples, families and youth counselling), visiting geriatrician services[4]
	Community infrastructure, including a community centre with meeting rooms, community kitchens[4]
	Community services, including services such as Youth and Teen resource centre, addiction services, domestic violence services, credit counselling, child protection, sexual assault services, and adults and seniors programs (e.g. cooking classes, retirement programs)[4]
	Wellbeing, including a gymnasium and community trails[4]
Level of integration	Degree of integration differs between agencies; the design of the building is cognisant of the benefits of shared spaces to facilitate relationship building and collaboration between service providers, promoting opportunistic and ad hoc integration. Shared spaces include lounge and dining areas.
Site characteristics	**Greenfield**, land purchased from the Catholic church at below market value **Urban**
Funding	**Public/private**, funding sourced from a combination of federal infrastructure funding, municipal seniors services funding, fundraising, equity from value of land[1,6].
Partners (inc. lead agency)	**Lead Agency**: Langs (incorporated not-for-profit organisation) **Partners:** Over 20 partners (profit and non-profit) renting space, and another 27 using the space on a monthly basis[6]. Rental agreements are based on needs assessments and ability to pay of service providers. All partnerships sign an agreement, lease, shared space/resources and a means to resolve conflicts[1]

Foundations for success

This hub exhibits five key success factors that were identified in the literature review.

Leadership and management	Focus and Vision	Collaborative and detailed planning	Measurement	Governance and culture

Focus and vision

The goals and objectives of Langs has always been focussed on the needs of the community, from the establishment of the community organisation in 1978 to address concerns about vandalism and service requirements in the local area. This focus on community needs has flowed through to the planning and establishment of the Langs hub, aimed at changing lives and creating a healthier community, and vision of creating a community 'home' where all are welcome[3].

Leadership and management

Investment was made to develop a partnership framework and model to guide the planning of the hub.[3] The importance of providing strong leadership was evident, linking with the clear focus and vision for the hub. Consultation indicated that there was a recognition that collaboration and integration evolves, and it is important to provide the right physical and management environment to facilitate and support that, rather than being heavy handed.

Collaborative and detailed planning

The community was engaged as part of the planning process to ensure their needs were considered. Langs takes a community development approach, with ongoing consultation and engagement with the community. Proposals for new services are taken to the community to discuss alignment with the vision and goals, and gauge community interest.

As part of this process in the planning, 60 organisations were contacted about opportunities for partnerships, 35 expressions of interest were submitted, 5 planning sessions were held and 72 stakeholders participated in decision making[4]. The design of the facility also enabled Langs to be responsive of changing community needs[1], and to enable partnerships and collaboration such as shared staff kitchens to foster a collaborative culture.[1] Other factors to encourage successful partnerships include lunch and learns to share information and knowledge, partnership evaluation tools, and joint programs and events[1]. The importance of having an inviting and welcoming physical environment was emphasised as a key design consideration.

Measurement

Langs, in partnership with a neighbouring service, Family and Children's Services of the Waterloo Region, commissioned an independent evaluation of their respective services. An Evaluation Committee was formed, that included representation from both hub sites and the Community Hubs Division. This committee worked with the evaluators to articulate the evaluation purposes, from which evaluation questions and data collection and measurement methods were developed. These included mixed-method collection and analysis of primary and secondary data sources.[2] Data collection tools were developed specifically for the evaluation of the hub, recognising the contextual considerations.

A structured framework outlining short, medium and long-term outcomes has allowed Langs to evaluate the degree to which the hub is on track to achieve its vision and mission, as well as share learnings with other municipalities. Over 60 municipalities have visited the hub to understand how this approach could be implemented in their local areas.

Governance and culture

Langs' board is reflective of the community and is comprised of 15 members. Additionally, the Community Services Committee, comprised of 17 members, was established to recommend, plan and evaluate programs and services. This involves a range of stakeholders across the community, volunteers and partners. This group helped create the hub and continues to guide it today[3].

Each partner has a partnership agreement, lease, shared space and resources, along with conflict resolution agreement[1]. Prospective partners are required to present their proposal to the Langs Community Services Committee, articulating how their organisation and service will contribute to the objectives and mission of the hub. This enables both diversity of partners and alignment with the focus and vision.[6]

Outcomes
Improved community networks, cohesion and engagement

Results from the evaluation report published in 2017 indicated that clients of the hub reported to meet new people when visiting the hub (over 80% of respondents), and other evaluation research reinforced the finding that the hub was contributing to a sense of community and place[2]. This has also contributed to reduced isolation, particularly for vulnerable populations.

Health, social and physical outcomes

Clients reported that they had attended a program at the hub that had helped them (45%), had learned new skills by being involved (37%), and felt healthier from visiting the hubs and accessing the services (35%)[2]. Longer-term health outcomes are not likely to have been realised for the client cohort as yet.

Service awareness and access

Almost three quarters (74%) of evaluation research respondents reported that they are more aware of services in their community and 72% reported that they accessed new services and programs whilst vising the hub[2]. Further to this, facility use quadrupled since the main hub opened[1]. Partner organisations also saw value in the collocation in having increased awareness of other services and programs (67%) and providing opportunities for collaboration (48%). Over 80% of clients also reported that having multiple services at the hub was 'very important'. In addition, 55% of clients reported that the ease of access was the aspect of the hub that they liked the best.

Improved services

Over 60% of clients reported the feel of the centre was the aspect of the hub they liked best, and 59% like the broad range of programs /activities offered most[2]. It was also noted that efficiency gains were not monitored, but understood to be present from logistical benefits. Through collocation of services, there are increased opportunities for partners to collaborate and integrate with other partners through activities such as cost sharing[2].

Civic involvement

The hub had over 167 volunteers and more than 10,000 hours of volunteer work in 2016/17. Moreover, the Community Services Committee, which includes community representatives, helped create and guide the hub today[3].

Lessons
- Continuous reflection and sharing of these learnings helps to guide future planning of collaborative social infrastructure, allowing Langs to focus on the key principles and avoid potential risks.
- Creating and supporting ongoing relationships is vital, but can become increasingly difficult as hubs grow and become more complex. There may be resistance as partners may perceive a loss of culture. Challenges associated with collocating partners should be addressed and considered early
- Establishing a centralised funding body to oversee hub development can help to streamline the funding process.
- Promotion of the hub is important to spread awareness of services and programs in the community
- Involving community members in the selection of partners improves community engagement and likelihood of service access and improved outcomes[6]
- Understanding synergies for partners and opportunities for integration allows for better use of scarce infrastructure[6]
- Investing in evaluation, and collaborating with stakeholders through this process, engages partners in the collection of data and the evaluation findings
- Successful hubs are built on relationships with communities and partners, and leadership

References

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3. Brown and Emary, 2017, An Introduction to Langs An Economic and Impact Perspective
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Case Study 7: Manning Community Hub

Western Australia, Australia

Overview

Manning is a quiet residential suburb in the inner City of South Perth. The Manning Community hub was initiated by the City of South Perth in response to studies undertaken demonstrating that the existing community facilities were ageing and reaching the end of their useful life.[2] The hub opened in February 2017 and aims to create a new "heart" for Manning through providing a multi-purpose welcoming precinct integrating a range of community and social services[1].

Source: City of South Perth

Context/setting

Health	*Community Infrastructure*	*Community Services*	*Wellbeing*	*Brownfield*	*Urban*	*Public/private*

Service mix	**Health**, including the Manning Child Health Clinic[1]
	Community infrastructure, including a community hall, a relocated library and two playgrounds[1]
	Community services, including early years services, Moorditj Keila Aboriginal Group (a not-for-profit organisation supporting the Aboriginal community),[1] and Manning Playgroup association
	Wellbeing, including sporting clubroom housing the Manning Rippers Football Club[1]
	The hub intends to expand into **commercial** activities in the future[2,3]
Level of integration	No integration to date as the priority of the hub has been to attract and set up the services. However potential synergies between providers have been identified and there is increasing effort being put into creating joint activities to foster collegiality and the true sense of a hub, such as an upcoming Christmas fair
Site characteristics	**Brownfield**, purpose built facility **Urban**
Funding	**Public/Private**[6], $14 million, with funding contributions from LotteryWest and Western Australia Department of Sport and Recreation
Partners (inc. lead agency)	**Lead agency**: City of South Perth **Partners**: Lottery West and WA State Department of Sport and Recreation, Moorditj Keila Aboriginal Group

Foundations for success

This hub exhibits three success factors that have been identified in the literature review.

Focus and Vision	*Collaborative and detailed planning*	*Funding*

Focus and vision

The vision of the hub has been driven by a place-based approach; this approach emphasises the design and use of the site to be specific and relevant to the Manning community. This was evident in the development of a Place Vision for the use of the outdoor public space at the centre of the Manning Community Hub precinct. A third party provider Social Fabric was commissioned by the City of South Perth to design and facilitate the community engagement process for the development of this vision[4,5].

Collaborative and detailed planning

The design of the facility was mainly led by the City of South Perth, with inputs incorporated from the User Group representatives from the service providers in the hub.
The Council consulted with the community and found that an integrated neighbourhood hub was most desired.[2]

Funding

Securing adequate funding was critical in the fruition of the hub. Sufficient funding was not initially in place, which inhibited the project from getting off the ground right from the planning stage.

Outcomes

As the hub has only been operating for a short time, demonstrated or reported long-term outcomes are not yet evident. However, there are a number of perceived benefits from the hub staff and social media page, outlined below.

Community networks, cohesion and engagement

The hub has improved community ownership and connected groups that may not otherwise have been connected. The inclusion of the Moorditj Keila Aboriginal Group on site is perceived to have contributed to the better inclusion of Aboriginal culture into the community[1].

Safety

There is also perceived increase in community safety and crime prevention through encouraging passive surveillance[1].

Lessons

- The Manning Community Hub operates under a largely council owned and operating model. This is in the sense that the City of South Perth is responsible for initiating, funding and planning of the hub. Service providers located in the hub engage with the City of South Perth through leasing of the hub's spaces. Depending on each service provider's capacity to pay, they are charged either market rent or nominal rent.
- From the initial identification of the needs of the hub and early community engagement, it took nine years for the Manning Community Hub to eventually come to fruition. This reflects the long journey collaboratively planned social infrastructure projects could experience, as such projects do compete with other priorities of the providers, especially when it comes to funding and resources.
- Community consultation is vital. While there was consultation with the community through workshops, forums, questionnaires, advertisements and stakeholder meetings, it was recognised that more consultation could have been undertaken, particularly toward the end of the project when planning the Manning Community Centre Development Application[3].
- The success of the architecture lies in its capacity to be sympathetic to the local area and understanding of the local community needs.

References

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Case Study 8: Pathways Learning and Leisure Centre

Queensland, Australia

Overview

North Lakes is part of the Brisbane's Northern Growth Corridor, which has a young population and pockets of high unemployment[2]. The Pathways Learning and Leisure Centre opened in 2004, aimed primarily at the needs of young families and businesses[2]. More specifically, to improve learning and employment opportunities for the community and to help small, home based business grow.

The centre has adapted to the evolving needs of the community, with an expansion taking place in 2007 to include North Lakes State College senior school, a new community centre, a business services hub and adjacent care centre[2].

Source: Ridgemill

Note that no consultation has been undertaken for this case study, and therefore the information contained in this case study is based on desktop research. Note that this case study is a 'point in time' snapshot and it is CHaPs' understanding that arrangements in relation to service mix may have again evolved since this study.

Context/setting

Education	Community Infrastructure	Community Services	Wellbeing	Commerical	GreenField	Urban	Public/Private

Service mix	**Education**, including an education and training centre[2]
	Community infrastructure, including a library (the first public library to allow 24 hour access) and meeting rooms[1]
	Community services, including youth programs and tax help[2]
	Wellbeing, including a leisure centre, indoor and outdoor recreational spaces, aquatic centre and village green[2]
	Commercial, including a coffee shop[3]
Level of integration	*Unable to be confirmed through desk top research*
Site characteristics	**Greenfield** **Urban**
Funding	**Public/private**, including different levels of government such as Pine Rivers Shire Council, Department of Sport and Recreation, Education Queensland, State Library of Queensland, Australian National Training Authority, as well as private sector, the developer (originally Lensworth and now Stockland)[2]
Partners (inc. lead agency)	**Lead agency:** Managed by Pine Rivers Shire Council in partnership with the Horney Institute[2] **Partners:** Hornery Institute, Pine Rivers Shire Council, Education Queensland, Sports and Recreation Queensland, State Library of Queensland, North Lakes community, and the developer[2,4]

Foundations for success

This hub exhibits three key success factors that were identified in the literature review.

Collaborative and detailed planning   *Funding*   *Governance and culture*

Collaborative and detailed planning

There was extensive community consultation and engagement, along with market research to understand the needs of the community[3,4,5]. This identified the need for education, access to information, recreation and leisure, as well as employment opportunities[4].

The centre is conveniently located adjacent to a shopping precinct and in close proximity to public transport, increasing accessibility for the community[2].

Funding

Capital funding came from a range of public and private sources. In terms of operational expenditure, the hub operates on a profit basis. In 2016, there was a 50/50 split in net expenditure and revenue associated with its programs between Council and The Hornery Institute[2]. Revenue sources include council, grants, income through hire fees for meeting rooms, and rental income from tenants[2]. The CEO noted that the funding arrangements attached themselves to the fact that each stakeholder derives value from the use of the facilities, whatever the use may be. Each investor has their investment leverage because they can use other parts of the facilities[5].

Governance and culture

The establishment of the stakeholder advisory committee, an independent governance group representing government, business and the community, contributed to the ongoing success of the centre[4,5].

It was also observed that the collocation and collaboration of multiple agencies can lead to culture clashes, and that it is important to manage stakeholders and develop a common vision from the earliest stages of the planning process[4].

Outcomes

Increased revenue

The centre receives revenue from hiring out meeting rooms to various businesses. For instance, over 15 businesses including the ANZ bank, State Government departments and major retailers use the facilities frequently for staff training and development[3].

Service awareness and access

The location of the centre in close proximity to public transport and shops has increased the opportunity for the community to access the services provided. Moreover, the collocation of multiple services has increased the community's awareness of complementary services.

Lessons
- Strong partnerships across various levels of government can help to create a variety of capital funding sources. This can also assist in providing ongoing sources of revenue[2]. A variety of income sources from private and public sector reduces reliance on subsidies[3]
- The proximity to local shops and transport increases accessibility to a wide range of services for members of the community[2]
- Leadership and champions are needed to drive the vision into a reality[3]
- Building strong relationships and consulting with all stakeholder is vital, particularly the community. Moreover, these relationship need to be ongoing over the life of the project[3]
- Bringing together a diverse range of stakeholders can result in culture clashes. Collaborative working from the beginning of the planning phase must take place and to develop a common vision can mitigate this challenge[4,5]
- Independence governance can contribute to the ongoing success of the centre[4]
- Population growth in the North Lakes area has resulted in demand for the library exceeding current supply[6]. Therefore, planning the sharing of facilities needs to take into consideration long term population growth and the impact on service demand over the life of a growing and changing community.
- There were some challenges around students and the general public sharing spaces due to issues with noise[6].

References

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6. Department of Education and Training, 2011, Focus on Schools as Community Hubs

Case Study 9: Redfern Community Centre

New South Wales, Australia

Overview

Redfern Community Centre is one of the fifteen community centres in the City of Sydney operated by the "City Space" division in the City of Sydney. Redfern is an area of concentrated disadvantage with 7,000 public housing tenants, and 4% of the population is of Aboriginal or Torres Strait origin compared with 1% across the wider Sydney Metropolitan Area.[2] The centre was established in 2004 and serves as a multi-purpose facility that offers a range of social services and community services[1]. The centre is open to all groups but has a relatively large user base of population with origins of Aboriginal or Torres Strait and Asian.

Source: City of Sydney

Context/setting

Education	Health	Community Infrastructure	Community Services	Wellbeing	BrownField	Urban	Public

Service mix	**Education**, including training classes and programs for both children (e.g. preschool music classes) and adult (e.g. employment programs for young indigenous people, Microsoft Word training, life internet skill and hospitality training courses)[2]. **Health**, including the Aboriginal Medical Service running diabetes checks **Community infrastructure**, including a commercial kitchen, performance spaces and a number of meeting rooms. All are available for with subsidised rates for community organisations and not-for-profits **Community services**, including counselling, legal services, Centrelink training sessions, and cultural activities (including recording sessions)[2] **Wellbeing**, including a sound recording studio and an outdoor amphitheatre and market areas suitable for open air concerts, performances, expos and markets. Various classes are offered such as tai chi, pilates and yoga[2]
Level of integration	There are natural synergies that exist among the suite of services that operate within the centre, with opportunities for cross referrals.
Site characteristics	**Brownfield**, building was repurposed from a former factory[1] **Urban**
Funding	**Public**, City of Sydney, $3.2 million, funded through the sale of Council assets[2]
Partners (inc. lead agency)	**Lead agency:** City of Sydney **Partners:** City of Sydney leases rooms and spaces to different groups and service providers, through an Expression of Interest grant program. Examples of user groups include the Redfern Residents for Reconciliation, the Redfern Aboriginal Corporation, the Settlement, Renew, and the Chippendale Residents Wilson Bros Factory Site Action Group[3]

Foundations for success

This hub exhibits two key success factors that were identified in the literature review.

Focus and vision   *Collaborative and detailed planning*

Focus and vision

The Redfern Community Centre has been particularly cognisant of changing community needs and continuously reassessing and realigning its vision, adapting its facilities, offerings and programs to adapt to changes in community needs to best service the community.

Collaborative and detailed planning

The City of Sydney undertakes the central planning of the centre on an organisational strategic level. The planning managers work very closely with program and service providers to design programs, ensuring that these are constantly evolving and reflective of the community they service.

Outcomes

No formal evaluation has been undertaken of the centre, although pre and post-surveys were conducted internally on a regular basis. Some of the outcomes that have been reported anecdotally are outlined below.

Service awareness and access

As a result of the adaptable and wide variety of programs and services the centre provides, the centre was able to reach a more diverse community base.
Cross referrals are common among program providers, which is reported to have increased service awareness and easier access for users, resulting in better utilisation of the centre.

Community networks, cohesion and engagement

There is anecdotal evidence that the personal networks communities are able to form through the platform of the community centre is strong and long-lasting. The networks formed at the centre is reported to be particularly beneficial for people living in isolation, for example, the elderly population.

Connecting culturally diverse populations

The centre provides a venue to showcase Indigenous culture and heritage by hosting cultural celebrations, performances and community events, contributing to increased culture awareness. The connection of different cultural groups created fusions of ideas and sense of community belonging for participants.

Educational outcomes

The various employment and training programs provided opportunities for program participants, especially young Indigenous people, to broader their skills base.

Lessons
- Community centres usually needs to service vastly different needs from the community. Therefore providing a wide spectrum of different services is key. The Redfern Community Centre in its planning has chosen to collocate as many relevant services as it can accommodate.
- Maintaining an area-focused approach by taking into account the particular needs of the serviced community is important in selecting the appropriate types of services to house in the centre.
- The planning of the facilities should consider multi-purpose design and usage where it can.
- The subsidised and free programs enabled equity of access for community members with varying ability to pay.[2]

References

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2. Landcom and UrbanGrowth NSW, 2016, Community Centre Guidelines - Ideas Bank
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Case Study 10: Sherbrooke Family and Children's Centre

Victoria, Australia

Overview

The Sherbrooke Family and Children's Centre is an integrated family and children's centre, located in the Dandenong Ranges south east of Melbourne. The hub was borne out of a community need for increased access to long day care, responding to the needs of children at risk, Aboriginal and Torres Strait Islander families, and working parents.

For the service to be viable, the Council sought to collocate the long day care with other services and, in consultation with the community, the hub was established in 2013, collocating a number important complementary services to meet the needs of the children and families of the area.

Source: Yarra Ranges Council

Context/setting

Education	Health	Community infrastructure	Community services	Brownfield	Rural	Public

Service mix	**Education**, including a long day care facility with an integrated preschool, and a standalone preschool[1,2,3] **Health**, including the Maternal and Child Health Centre (MCH), and an occupational therapist[1] and visiting speech pathologist **Community infrastructure**, including a toy library, commercial kitchens, consulting rooms and meeting spaces/community hall available for hire[1,3] **Community services**, including youth and adult counselling services
Level of integration	Inter-organisational partnerships and client pathways are embedded into the hub, with strong relationships between services driving collaboration and coordination, however on an ad-hoc basis[2]. The collocation of services is reported to be an important faciliator of this interaction between services. There is evidence that the location of the MCH service within the centre and the strong relationships between the nurses and families generated a large volume of referrals of vulnerable families to the child care service
Site characteristics	**Brownfield**, purpose-built to integrated a number of early childhood facilities that had previously been in the area **Rural**.
Funding	**Public**, through an integrated children's centre grant[2]
Partners (inc. lead agency)	**Lead agency:** Yarra Ranges Council **Partners:** Yarra Ranges Council, Inspiro, Department of Education oversees the legislative requirements of the two preschools

Foundations for success

This hub exhibits four success factors that were identified in the literature review.

Leadership and management   Focus and vision   Collaborative and detailed planning   Governance and culture

Leadership and management

Sherbrooke demonstrated highly visible and supportive leadership and explicit commitment to a vision of integration. This resulted in staff feeling enabled and supported pursue different and new ways of working, which were not possible under the pre-integration service model. To optimise staff retainment, there is a focus on good working conditions and benefits for team members, including investment in professional development.

Focus and vision

The Sherbooke Centre, in close collaboration with the community, had a clear goal and vision for the service and the value it would deliver to the children and families in the area. It was noted that flexibility was also important in this sense, having a community-led purpose, and continuing to evaluate and evolve to identify how services can be delivered differently to get the best experience and outcomes for the community.

Collaborative and detailed planning

A community-minded approach was taken with community members actively engaged and heavily involved in the planning and establishment of the centre. These community user groups, comprising parents and other community members, were identified as key influences in the planning process. A lot of consideration was given to the layout and design of the infrastructure itself, such as the reception area, ensuring it was inclusive, welcoming and culturally sensitive. This was reported to have led to a sense of community pride and co-ownership of the facilities[3]. A business plan was developed in 2011 with representation across various stakeholders including multiple government agencies.

Governance and culture

Governance over the planning, including the development of the business plan, was overseen by the Council with contribution from other key stakeholders and community members. Transitioning to operation of the infrastructure, a centre director was appointed to oversee the facility and long day care, with a second in charge, managing the team of educators.

The staff themselves have demonstrated a disposition of being open to learning from other professionals and there was a common philosophy at the service that involved the commitment to supporting the development of children across the range of services[2].

Outcomes

Reduced operational costs

There has been a reduction in overhead costs for partners. There is a reduction in staffing costs, having the one reception at the centre for all services, as well as shared staff and utilities. There are also reductions in costs for holding activities at the centre and from shared administrative services including shared memberships of professional bodies, support for accreditation between the two educational services and shared office costs such as paper and photocopying[2]. It is reported that the long day care service would be operating at a loss, but is now cost-neutral in the centre, with any revenue generated being invested back into the facilities. Reduced maintenance costs of the new building was also cited as an operational capital cost saving.

Increased revenue

The multi-purpose room available for hire saw increased utilisation, and the hub recognised there was still considerable potential for additional generation of revenue[2]. This included the hiring of other communal spaces by the council and community, and providing catering from the commercial kitchen. The hub expected a 20% increase in revenue from venue hire and catering fees since initiation of the hub[2].

Service awareness and access

There has been an increase in awareness of service, leading to increased service utilisation, particularly among vulnerable families with the allied health services. By providing a safe and welcoming hub, families are more aware of certain services, and feel more comfortable when accessing them. It was reported that the services have had an increase in engagement with child protection and other such services through opportunistic interactions with families and children, and strong relationships between the early education and maternal and child health services, with two way 'introductions' between these services. In addition, external agencies use the facilities to meet members of the community as is it considered a safe and familiar space.

Stakeholders suggested that collocation facilitated improved professional learning and the centre facilitates a number of shared training sessions aimed at enhancing collaboration among partners.

Education Outcomes

There was improved identification of developmental issues in children as a result of improved professional learning and an integrated approach to addressing issues, making families feel more comfortable in seeking help[2]. Specifically, social skills in children were suggested to improve with increased interaction between the kindergarten and preschool[3]. This also was suggested to result in the children's increased willingness to ask for help or permission from adults.

Civic Involvement

Community involvement in the development of the centre resulted in heightened levels of pride and greater parental involvement[3]. The space in general provides greater community participation that was limited when the services were offered at distinct facilities.

A Facebook group was also set up by the parents in the community; the centre provides information to the administrators to share, raising awareness about services offered at the hub, as well as upcoming events and activities.

Lessons
- Facility design is key to optimising service utilisation, and having a design that incorporates flexibility into spaces allows services to adapt to changing needs
- Engaging with other established hubs who have previously faced the same challenges and can share learnings is valuable
- Beyond collocation of services, effective integration is dependent on the initial understanding of the implementation context, and facilitated by strong leadership and governance in guiding change
- There were difficulties with attracting staff at first given the rural location, however, by offering attractive packages and having state of the art facilities, high calibre staff were attracted and retained
- Initially, there were difficulties with collaboration as partners were wary of losing autonomy. Having a clear and shared vision can be effective in overcoming these challenges
- Each of the preschool providers has its own license, despite operating within the same facility. However, they work together where practical and appropriate, for example sharing equipment, professional development opportunities, events and activies, and by having an integrated emergency plan in place

References

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Case Study 11: The Pulse

Northland Region, New Zealand

Overview

Te Hotu Manwa Service Centre, operating as "The Pulse" is a service centre for families and young people, delivering a number of community services. Established in 2006, it aims to engage the community of Whangarei, with a particular focus on addressing issues of teenage pregnancy, low socio-economic status, domestic violence and suicide[1,3].

The Pulse brokers multi-agency partnerships, engaging both government and non-government organisations, and was established principally to improve service coordination and access for families and young people[2].

Source: Youth One Stop Trust

Note that no consultation has been undertaken for this case study, and therefore the information contained in this case study is based on desktop research.

Context/setting

Education	*Health*	*Community Services*	*BrownField*	*Urban*	*Public*

Service mix	**Education**, including early years education, child care services, parenting education, correspondence school and truancy services[1]
	Health, including immunisation and teen parent services[1]
	Community services, including job mentoring, budgeting services, counselling and community development projects[1]
Level of integration	*Unable to be confirmed through desk top research*
Site characteristics	**Brownfield**
	Urban
Funding	**Public**, funding provided through the Ministry of Social Development as part of the Early Years Services initiative[2].
Partners (inc. lead agency)	**Lead agency:** Operated by the Whangarei Youth One Stop Shop Charitable Trust[1]
	Partners: The Pulse currently hosts 33 community services including youth groups, food help and maternity programs[3]

Foundations for success

This hub exhibits three key success factors that were identified in the literature review.

Leadership and management	*Collaborative and detailed planning*	*Governance and culture*

Leadership and management

The efficacy of the governance structure was facilitated by a shared vision and leadership qualities of the manager[2]. The Pulse demonstrated close working relationships between the Coordinator and Manager in which the individuals had complementary skills and roles. Further, it was understood that employing a Coordinator with the right skill-set and having opportunities available for professional development, supervision and ongoing support were key success factors.

Collaborative and detailed planning

Successful establishment of the Pulse was related to leveraging previous professional relationships, their use of local relationships, networks, credibility or 'track record', which facilitated rapid buy-in from the community. The use of community consultation also helped them differentiate from pre-existing services in the community.

Governance and culture

In an evaluation of The Pulse, clear governance and management structures were found to be in place[2]. Further, the Manager reported to an Advisory Group or Trust, which strengthened the credibility of The Pulse with external stakeholders. The Pulse also provided the opportunity for families to provide feedback on the services, which was discussed and used to inform best practice. Memoranda of Understanding (MOUs) have been developed with the other services operating on the site[2].

Outcomes

At the time of evaluation, it was only possible to evaluation the Pulse's effectiveness in meeting its short term outcomes, including increased service access and awareness, which acts as a precursor to other outcomes. The medium and long term outcomes should be assessed at a later date.

Service awareness and access

The Pulse effectively established relationships across their core service areas and raised awareness among agencies of early services available within their communities. Improved service awareness (between services) resulted in better communication and more appropriate referrals. Regular meetings held with services and the collocation of services facilitated the improved service-service awareness.

The Pulse had strategies in place to facilitate proactive contact with families. Some of the strategies used to encourage vulnerable families to drop in and meet with the services included providing written information to families, conducting community events and recreational activities, running group workshops and support groups, and providing supported referrals. Other engagement strategies included liaison with core services (where both core services and relevant community agencies directly engaged with families) and reaching parents through their children.

Stakeholders reflected that a combination of these activities improved accessibility, and maintained their engagement with services.

> **Lessons**
> - Conducting in-depth research and needs assessment of the community in which it operates allows easier determination for future directions and strategies of a hub. This is particularly relevant in the context of engaging hard to reach and vulnerable families. The uncertainty about their future funding was identified as a deterrent to this longer-term planning.
> - The hub would benefit from increased information and evidence, not only about community needs but also with respect to best practice elements of Hubs models. The availability of community data, service mapping information and best practice varied in its availability, timing and relevance making it difficult to leverage this information.

References

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Case Study 12: Woodridge State High School

Queensland, Australia

Overview
The Woodridge community is highly disadvantaged, with low levels of educational attainment and high unemployment. The community is diverse, with a large proportion of the population identified as culturally and linguistically diverse (CALD)[3].

The Woodridge State High School Community Hub seeks to promote the engagement of 'at risk' members of the community through connecting them with activities to improve educational and employment outcomes[1]. It further aims to breakdown the generational issue of unemployment for CALD populations, who make up 84% of the clients across year 12 students and the community more broadly[2].

Source: Woodridge State High School

> Note that no consultation has been undertaken for this case study, and therefore the information contained in this case study is based on desktop research.

Context/setting

Education	*Community services*	*Brownfield*	*Urban*	*Public*

Service mix	**Education,** including a state high school[1,2]. **Community services,** including individualised case management for students and community clients, outreach services including training institutions, job seeking workshops, resume writing, and referrals to other relevant services[1,2]
Level of integration	*Unable to be confirmed through desk top research*
Site characteristics	**Brownfield**, use of existing infrastructure **Urban**
Funding	**Public**, Federal Department of Human Services Better Futures, Local Solutions Fund[1]
Partners (inc. lead agency)	**Lead agency:** *Unable to be confirmed through desk top research* **Partners:** BoysTown, Queensland Department of Education, external service providers (such as Centrelink)

Foundations for success
This hub exhibits two key success factors that were identified in the literature review.

Measurement *Governance and culture*

Measurement

As part of the funding requirement, two evaluations of the program were carried out by BoysTown in 2014, and 2016. For both evaluations, a mixed method approach was taken including surveys (pre and post) across various stakeholder groups, as well as data that was made available from the case manager and school.

Governance

A reference committee was formed to govern the program. Regular meetings were held, but with a variable level of attendance. It was noted that more input from the reference committee would have be desirable, however, feedback from the group did indicate satisfaction, with reports of perceptions of positive contributions to the process[1].

Outcomes

Service awareness and access

Through the individualised case management, there was an increased awareness of services to help connect students and unemployed community members to study and employment opportunities, including training institutions, job seeking workshops and resume writing[1]. There was also a referral process, where clients were referred to relevant services to achieve their educational and employment goals. The school often acts as a hub for external services to provide a range of services including employment information, support and training services.

Educational outcomes

While there were some reports that the case management could be improved, there were a large number of clients who articulated positive perceptions of the activity in helping them 'achieve their goals'. More specifically, there is strong evidence of improved education achievements, with Queensland Certificates of Education increasing from 56% to 97% over three years[1]. As well, Year 12 school completion rates increased from 77% to 89% over the same period[2].

There is a partnership with the local Centrelink to help connect students and unemployed community members to job services provider, holding sessions to register at the school[1]. While the evaluation found that 57% of clients gained sustainable employment, the program fell short of the levels achieved in the first year, and its overall target of 70%[2]. This was likely related to the reported decrease in satisfaction of the case management due to staffing constraints.

Lessons

- Higher demand for case work and staffing constraints limited the opportunity to engage closely with all clients and saw the level of case work across clients decrease in the second year of the program. Further, there were reports that the services offered by the case management was varied, ranging from 'almost no activity' to 'some activity', and some clients reported perceptions of inadequate support and response to their needs. It was identified that caseloads could be capped at levels that still allow time to build relationships with clients, and thus adequately service their needs
- Some clients require more services than others, based on their relative disadvantage and needs. This should be recognised and services should be tailored appropriately, targeting and spending more time with highly disadvantaged and at risk clients
- Services need to be specific to the needs of the community and should be adaptive to evolving or changing needs

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References

1. BoysTown, 2014, Woodridge State High School Community Hub, Year 1 Evaluation Report
2. BoysTown, 2016, Woodridge State High School Community Hub, Final Evaluation Report
3. Local Stats, 2017, Woodridge Demographics, http://woodridge.localstats.com.au/demographics/qld/brisbane/southern-suburbs/woodridge

Appendix: Contact for Case Study Sites

Case study site	Contact	Position	Organisation	Contact detail
Broadmeadows Valley Primary School Hub *(Victoria, Australia)*				
Bruce WoodGreen Early Learning Centre *(Ontario, Canada)*	Elaine Levy (PhD)	Vice-President, Child Care & Family Services	WoodGreen	Phone: (416) 645-6000 ext. 1155 Email: elevy@woodgreen.org
Caroline Springs Partnership *(Victoria, Australia)*				
Clayton Community Centre *(Victoria, Australia)*	Jenny Ruffy	Manager Information and Arts	City of Monash	Phone: (03) 9518 3529 Mobile: 0412 360 099 Email: Jenny.Ruffy@monash.vic.gov.au
George Town Community Hub *(Tasmania, Australia)*	Anne Blythman	Manager George Town Community Hub	Tasmanian Department of Education	Phone: 0428 283 609 Email: anne.blythman@education.tas.gov.au
Langs *(Ontario, Canada)*	Bill Davidson	Executive Director	Langs	Phone: 519-653-1470 ext. 236 Email: billd@langs.org
Manning Community Hub *(Western Australia, Australia)*	Margaret King	Community Development Coordinator	City of South Perth	Phone: 08 9474 0753 Email: margaretk@southperth.wa.gov.au
Pathways Learning and Leisure Centre *(Queensland, Australia)*	Kate Meyrick	Chief Executive Officer and Managing Director	The Hornery Institute	Phone: 02 9290 2044 (EA: Carol Thompson) Email: Kate.Meyrick@horneryinstitute.com
Redfern Community Centre *(New South Wales, Australia)*	Kirsten Woodward	Manager City Spaces, Social Programs & Services	City of Sydney	Phone: +612 9246 7201 Mobile: +61 448 201 992 Email: kwoodward@cityofsydney.nsw.gov.au
Sherbrooke Family and Children's Centre *(Victoria, Australia)*	Lynda McSolvin	Acting Early Years Services Coordinator, Community Support Services	Yarra Range Council	Phone: 03 9294 6984 Mobile: 0409 973 588 Email: l.mcsolvin@yarraranges.vic.gov.au
The Pulse *(New Zealand)*				

Case study site	Contact	Position	Organisation	Contact detail
Woodridge State High School *(Queensland, Australia)*	Maribel Marquez	Community Hub Leader	Woodridge State High School	Phone: (07) 3440 2333 Email: mmarq10@eq.edu.au

Deloitte.
Access Economics

Deloitte.
Access Economics

CHaPs Social and Economic Benefits Review
Measurement Framework
21 December 2017

Contents

1. Context and purpose

1.1 Scope of work

Deloitte Access Economics was engaged by the Queensland Department of State Development Community Hubs and Partnerships Program (CHaPs) team to undertake a review of the social and economic benefits of collaboratively planned social infrastructure. This project is guided by a Cross Agency Advisory Panel (referred to as the Working Group). Figure 1 summarises the process that has been carried out over the project to complete this work, in collaboration with the Working Group.

Figure 1: Overview of approach
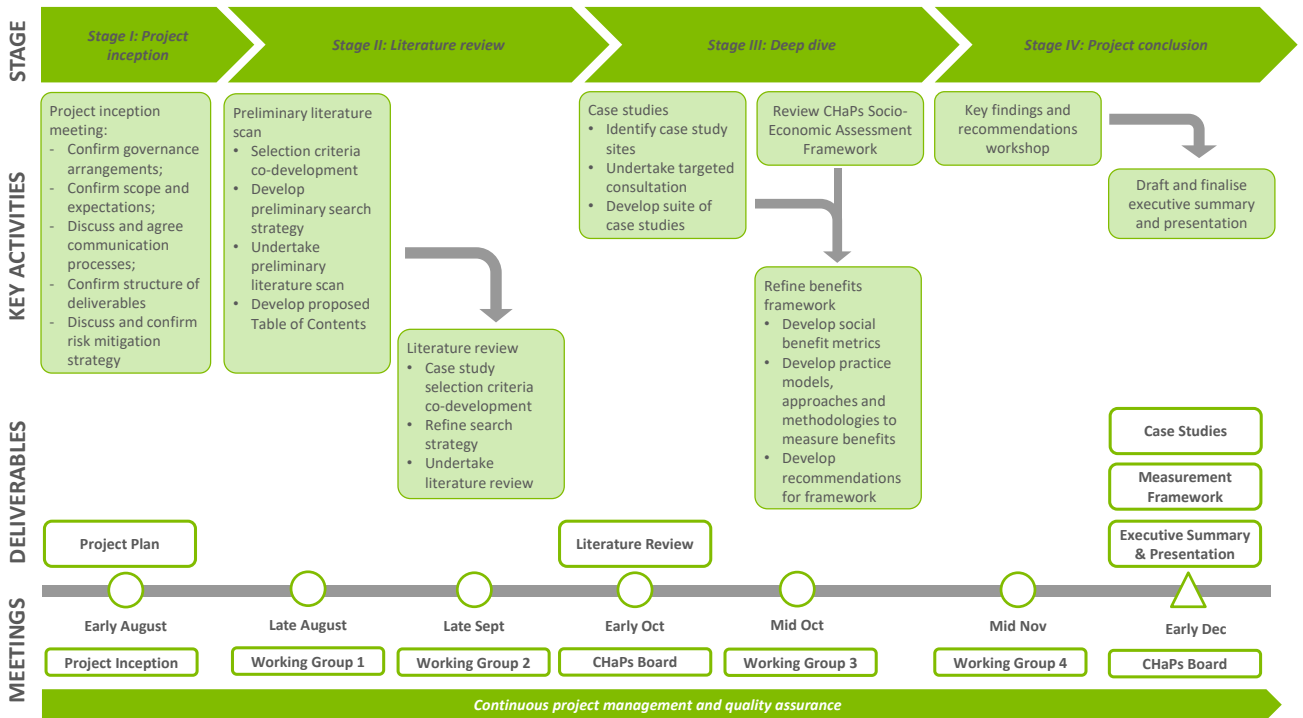
The three outputs of this engagement are a Literature Review, a suite of Case Studies, and a Measurement Framework. These outputs serve distinct purposes, as outlined in Table 1. This document presents the Measurement Framework, providing practical recommendations to measuring the process and outcomes of collaboratively planned social infrastructure projects.

Table 1: Overview and purpose of research outputs

	Overview	Purpose
Literature Review	• Summary of the evidence and learnings from collaboratively planned social infrastructure at an aggregate level	• Provides a high level understanding of the benefits, measurement of benefits, and success factors of collaboratively planned social infrastructure
Case Studies	• Provide brief good practice examples of successful collaboratively planned social infrastructure cases	• Serves as a stakeholder engagement tool, to stimulate interests and generate discussions on collaboration opportunities
Measurement Framework	• Provide a systematic structure and practical method for applying benefit identification and measurement to specific projects	• Serves as a systemic and structured tool to measuring outcomes

4

1.2 Framework development methodology

The measurement framework is grounded in the findings from the literature review on collaboratively planned social infrastructure that was carried out as the first part of this project (see Table 1). The literature identifies a range of success factors, social benefits and economic benefits of collaboratively planned social infrastructure, from examples within Australia and overseas where this approach has been applied.

There are important contextual factors that contribute to the success factors and the likelihood that social and economic benefits may be realised for collaboratively planned social infrastructure projects. As such, in close consultation with the Working Group, a pragmatic and flexible framework design approach has been used. This has been supported through benefits validation with the Working Group, and also further supplemented through the case study research, including primary research with personnel from selected case study sites.

A range of associated indicators aligned with processes and outcomes were also co-developed with the Working Group to ensure the approach and measures were meaningful and practical for the Working Group and their stakeholders.

1.3 Purpose for measurement framework

The purpose of the framework is to provide the CHaPs team and its project partners with a practical and adaptive guide for the effective planning and measurement of processes and outcomes of collaboratively planned social infrastructure projects. The value of measurement lies in its ability to observe and report change over time, which creates opportunities to contribute towards strengthening project effectiveness and continuous improving strategic decision-making for the project. Figure 2 demonstrates the way that designing measurement approaches, and collecting and synthesising data and information feeds into the continual improvement and refinement of policies and programs.

The Working Group have an appreciation of the importance of measurement to understand the benefits and learnings of projects to allow informed decisions to be made, and for continual refinement of the policies and programs supporting and surrounding this approach.

Figure 2: Policy and program improvement cycle
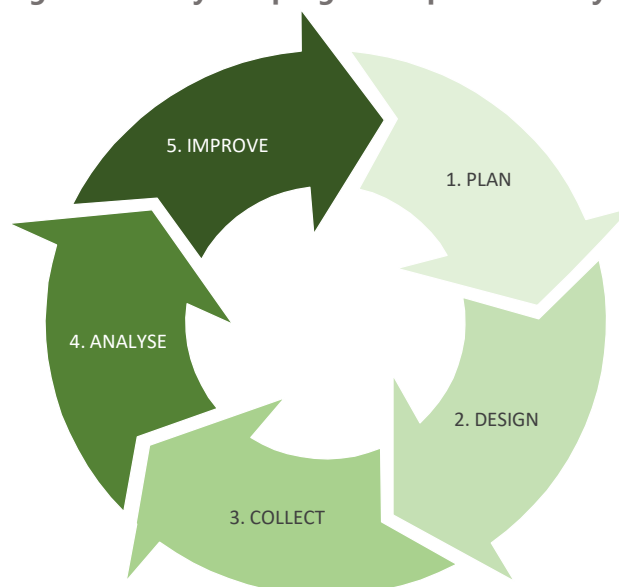
1.4 Framework structure

The framework outlines a set of principles that guide the way project partners approach planning for measurement; this allows flexibility where appropriate, in recognition of the variety and size and nature of collaboratively planned social infrastructure projects.

The measurement framework is set out as follows:
- **Section 2** provides a standard set of measurement indicators, comprising process indicators which can be used to facilitate an understanding of alignment with success factors during the project planning stage; it also presents a standard set of outcome measures that can be used to track the social and economic outcomes of projects; and
- **Section 3** presents a "how-to" guide on the selection of indicators outlined in Section 2 that can be adapted for use and applied to projects of different context and characteristics for effective and efficient measurement.

2. Indicator summary

2.1 Overview of evidence

The literature review sought to establish an evidence base regarding the success factors and challenges of collaborative social infrastructure planning, as well as understand the social and economic benefits that have been realised through this approach, and what contexts and settings increase the likelihood of realisation. This created a frame of reference around which the measurement framework has been developed, as conceptualised in Figure 3. The success factors and benefits identified in the literature have been used as the basis for the structure of the indicators set out in Sections 2.3, 2.4 and 2.5.

Figure 3: Concept of collaborative planning to outcomes
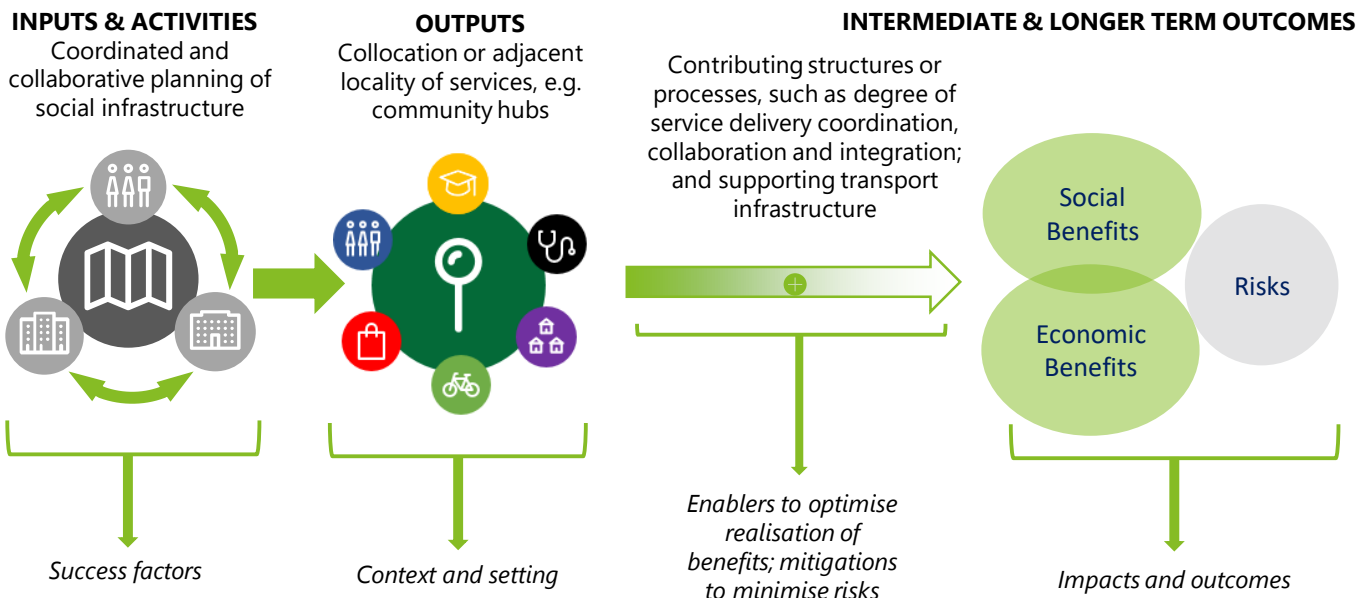
INPUTS & ACTIVITIES
Coordinated and collaborative planning of social infrastructure

OUTPUTS
Collocation or adjacent locality of services, e.g. community hubs

INTERMEDIATE & LONGER TERM OUTCOMES
Contributing structures or processes, such as degree of service delivery coordination, collaboration and integration; and supporting transport infrastructure

Social Benefits
Risks
Economic Benefits

Success factors

Context and setting

Enablers to optimise realisation of benefits; mitigations to minimise risks

Impacts and outcomes

Key success factors for planning

Firstly, in terms of the inputs and activities, a number of key success factors as well as challenges were identified, which have been shown to impact the potential success of collocated and integrated social infrastructure, as shown in Figure 4.

Whilst intuitively many of the benefits were specific to the context and settings. The literature indicated that the foundation **planning principles** shown in Figure 4 were essentially **applicable in all cases** where a collaborative approach to planning was being taken. This finding has informed the approach to selecting process measures that is set out in Section 3.

Figure 4: Key success factors for collaborative planning

Leadership and management
Effective leadership and management is important to build relationships with partners in planning, which translates to effective operation

Focus and vision
A shared vision with clear focus and understanding of the objectives and aims

Collaborative and detailed planning
Planning must be collaborative and detailed, to ensure the facilities meet community needs into the future

Governance and culture
Governance must be flexible to allow integration while also clearly assigning responsibility and accountability, with change management a key consideration

Measurement
Establishing plans and protocols for measurement is important to showcase their efficacy and impact and inform ongoing improvement

Funding
All stakeholders must understand the up-front and ongoing costs of the facility relative to the timing of economic and social benefits.

8

2.1 Overview of evidence (cont'd)

Benefits

The literature identified a number of benefits, which were separated into social and economic categories. Whist it is recognised that there is clear interaction between the social and economic benefits, and they are not mutually exclusive; this interaction is demonstrated in Figure 5.

Figure 5: Interaction of social and economic benefits

Social benefits

- Improved educational outcomes
- Connecting culturally diverse populations
- Increased community aspiration and safety
- Improved health, social and physical outcomes
- Improved community access, cohesion and inclusion
- Stronger civic involvement
- Improved service delivery
- Increased accessibility by reducing transport costs

Economic benefits

- Diversified revenue sources
- Reduced capital costs
- Reduced operating costs

Social benefits

The key social benefits generated by collaboratively planned social infrastructure are shown in Figure 6, and mapped to the Social Impact Evaluation domains of the Building Queensland Social Impact Evaluation Guidelines.

Unlike the key success factors for planning, the **social benefits** identified in the literature were more **context specific**, influenced by characteristics including the mix of adjacent services, and enabled by important factors such as the degree of coordination and integration between the services, and the extent to which supporting services or infrastructure like transport, were in place. This evidence of heterogeneity has been used to inform the measurement guidance set out in Section 3. It is also understood that the time horizons over which these benefits may eventuate is also variable. This is considered in more detail in Section 2.2 of the framework.

Figure 6: Mapping social benefits to the Building Queensland social benefits

Social benefits	Building Queensland social benefits
Improved service delivery	Community and lifestyle impacts
Improved community access, cohesion and inclusion	
Connecting culturally diverse populations	Cultural impacts
Improved health, social and physical outcomes	Health impacts
Improved educational outcomes	Intergenerational impacts
Improved safety	
Stronger civic involvement	Political systems
Increased community aspiration	Quality of life impacts

Source: Building Queensland (2016). Social Impact Evaluation Guide, Release 2. Retrievable from http://buildingqueensland.qld.gov.au/wp-content/uploads/2016/12/Social-Impact-Evaluation-v2.1.pdf

9

2.1 Overview of evidence (cont'd)

Economic benefits

The literature review found that the economic benefits generated by collaboratively planned social infrastructure are largely pertaining to improvements in productivity, generally achieved by increased outputs utilising the same inputs (e.g. increased revenue), or the same level of outputs utilising less inputs (e.g. lower operating costs, improved accessibility).

The economic benefits are described as those benefits which can be monetised, either easily such as reduced operational expenditure and increased revenues, or more difficult such as cost savings of reduced travel time.

As per the Building Queensland framework, the economic benefits were separated into service provider, user and non-user benefits.

Similar to the social benefits, the literature suggested that there were important **contextual factors** that **contribute** to the likelihood that **economic benefits** would be realised, such as the degree to which services share resources (including human and capital). This has informed the guidance provided in Section 3 for economic benefit measurement.

Figure 7: Overview of economic benefits
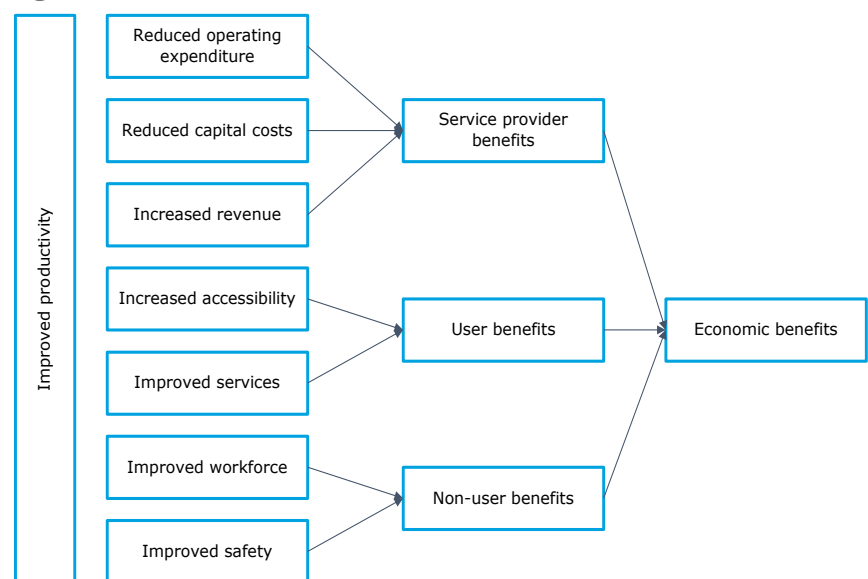
Measurement

The literature identified challenges of benefits measurement methodologies, with a limited number of robust research and evaluations being published measuring the benefits of collaboratively planned social infrastructure. It was apparent that the benefits of integrated service delivery tend to be long-term and evidence of the efficacy of an integrated service delivery model is not immediate; this makes evaluation and research costly and logistically difficult in some cases, and presents challenges in the attribution of the benefits to the project.

Best practice methods suggest the identification of a base case against which the marginal benefits can be identified. Developing a base case will vary project to project. For example the counterfactual to a community hub where a school and health facility are collocated and integrated, could be a base case where services are located in separate areas and not integrated. Whereas, the counterfactual to establishing a new community hub on a greenfield site may be travelling to other communities to access services.

2.2 Indicator framework and considerations

The key components of activities, outputs and outcomes have informed the measurement framework, which is separated into process, social benefits and economic benefits. Figure 8 highlights some of the advantages and limitations of the measurements across these areas. These have been taken into account in the guidance provided in Section 3, and should be front of mind when considering what to measure, when to measure it and how to interpret the findings.

Direct measures are often difficult to capture, therefore measures often only 'indicate' the outcome by providing a proxy or surrogate marker. As such, the use of multiple indicators is good practice to validate and triangulate findings. Outputs are considered both as the tangible results of planning, including the infrastructure itself, as well as some access-based measures such as changes in occasions of service or interaction with services. Outcomes then eventuate as a result, over the short, medium and long term. A list of recommended process, social and economic indicators are provided in Table 2, Table 3 and Table 4, respectively.

Figure 8: Advantages and limitations of measurement

	ACTIVITIES	OUTPUTS	OUTCOMES
	Process Indicators	**Output → Outcome Indicators**	
✓	❑ Directly within control of the project funding partners and facilitators ❑ Effective in generating transparency and clarity of objectives and expectations among project partners ❑ Relatively low cost due to the timing, and potential for standardised and automated collections and reporting	❑ Relatively easy to understand and capture data due to objectivity and timing ❑ A useful early indicator for outcomes in some circumstances	❑ Useful to understand the real changes that are eventuating for users, services, agencies etc.
⚠	❑ Not a direct measure of the outcome of the infrastructure itself	❑ Limited to being a measurement for product and service delivered, rather than results achieved	❑ Often a long lead time before meaningful outcomes can be observed and relevant data collated ❑ Outcomes can be confounded by a range of factors outside of the project

11

2.3 Process indicators

The process indicators are based on key success factors for planning identified through the literature review, as summarised in Section 2.1. Table 2 sets out measurement indicators for each success factor domain identified from the literature review. In terms of realisation horizon, all process indicators will realised throughout the planning phase of the project. Indicators may be measured using a combination of primary research and review of planning documentation. Primary data collection methods can include surveys and interviews, as appropriate.

Table 2: Process indicators

Domain	Measurement indicators
Focus and vision	• Extent to which the focus and vision of the project is clearly articulated and documented • Extent to which the focus and vision is mutually agreed with partners • Extent to which the focus and vision is aligned with the understanding of key stakeholders • Degree of partner and key stakeholders satisfaction with the articulated focus and vision
Collaborative and detailed planning	• Extent to which the process for collaborative planning is clearly articulated and documented • Extent and mechanisms through which the community is engaged in the planning (e.g. ad hoc, structured consultation, membership on planning group etc.) • Extent to which the process for collaborative planning is supported by the community, partners and key stakeholders • Extent to which the process for collaborative planning is adhered to • Self-reported degree of engagement of the community, partners and key stakeholders • Observed degree of engagement of the community, partners and key stakeholders • Degree of engagement of the community, partners and key stakeholders over time • Observed degree of knowledge and information and data sharing by the community, partners and key stakeholders • Degree of alignment with Government's strategic goals
Measurement	• Extent to which the plan for benefits measurement is clearly articulated and documented (including what will be measured, when it will be measured, who will measure, how findings will be disseminated) • Degree of agreement with key measurement metrics between partners and key stakeholders • Degree of understanding of partners and key stakeholders regarding ongoing responsibilities for measurement • Extent to which resource allocation required for benefit measurement is considered appropriate
Governance and culture	• Extent to which roles and responsibilities for decision making are clearly articulated and documented • Extent to which roles and responsibilities for decision making are understood by partners and key stakeholders • Extent to which roles and responsibilities for decision making are supported by partners and key stakeholders • Extent to which roles and responsibilities for decision making are perceived to be flexible and adaptive by partners • Extent to which governance arrangement are perceived as transparent by partners and key stakeholders • Extent to which the partnership culture is perceived as pro-active, inclusive, reflective and flexible

2.3 Process indicators (cont'd)

Table 2: Process indicators (cont'd)

Domain	Measurement indicators
Leadership and management	• Extent to which roles and responsibilities for partners are understood in the planning phase • Extent to which transition and succession planning is clearly articulated and documented for ongoing operation of the infrastructure • Extent to which ongoing roles and responsibilities for partners are understood for the operational phase • Self-reported adequacy of skills and capabilities of partners to deliver the project • Observed perceptions of adequacy of partners' skills and capabilities to deliver the project
Funding	Funding for planning process • Degree to which resource allocation for the planning process was considered appropriate for the size and nature of the project • The degree to which stakeholders understand resource requirement for the planning process • Stakeholders perceptions of whether the planning process was a worthwhile use of their time and resources compared with the usual approach • Extent to which planning contributed to the longer term sustainability of the collaboratively planned infrastructure Funding for operation of the infrastructure • Extent to which resource allocation to support partnership in ongoing operation is considered sufficient for the size and nature of the project • Extent to which key stakeholder understand their funding commitments for the ongoing operation of the project • Extent to which operational funding is aligned to the goals of the project • Partners and key stakeholders perceptions regarding funding risks and appropriateness of mitigations

2.4 Social benefit indicators

A number of social benefit measurement indicators are set out in Table 3. These indicators are broad in nature, and more specific or additional measures may be appropriate depending on the context of the infrastructure project and its objectives. The domains are reflective of the key benefits observed in the literature, and have been refined in consultation with the Working Group.

It is evident from the literature that the extent to which a number of these benefits would be realised is dependent on the characteristics of the infrastructure and services, including the degree to which the services collaborate and coordinate to provide integrated services beyond the planning stage. An indicative time horizon for benefit realisation and considerations for data collection is provided for preliminary guidance. For social benefits, it is important to consider other factors present that may confound what is observed.

Table 3: Social benefit indicators

Dimension	Measurement indicators	Indicative time horizon	Data considerations
Increased service access and awareness	• Change in number of community members who are aware of services offered	Short term	Primary data (e.g. survey)
	• Change in utilisation and uptake of services appropriate to needs	Short to medium term	Administrative data to track usage/uptake (e.g. memberships, appointments, use of multiple services)
	• Change in service access and utilisation by disadvantaged population groups (e.g. people with a disability, Aboriginal and Torres Strait Islander people, people from culturally diverse backgrounds)	Short to medium term	Administrative data to track usage/uptake (e.g. memberships, appointments, use of multiple services)
	• Change in level of satisfaction with the service provided from community users and other stakeholders	Medium term	Primary data (e.g. user surveys); change in repeat use or multiple services use; secondary data (e.g. online reviews)
Improved community networks, cohesion and engagement	• Change in sense of belonging of community members	Medium term	Primary data; use of secondary collections (e.g. The Scanlon-Monash Index of Social Cohesion)
	• Change in community empowerment	Medium term	Primary data (e.g. community survey, focus groups)
	• Change in number of community members volunteering	Medium term	Secondary data collection from community organisations with volunteer workforce
	• Change in sense of connection for vulnerable populations	Medium term	Primary data (e.g. survey of target cohort)
	• Change in employment outcomes for vulnerable populations	Long term	Secondary data (e.g. Australian Bureau of Statistics labour force data at regional level)
	• Change in literacy skills for culturally diverse and other disadvantaged populations	Medium term	Primary data (e.g. pre/post surveys monitoring skills)
	• Change in number of community members attending meetings or involved in the planning process	Short term	Secondary data (e.g. review of meeting minutes or attendance records)

14

2.4 Social benefit indicators (cont'd)

Table 3: Social benefit indicators (cont'd)

Dimension	Measurement indicators	Indicative time horizon	Data considerations
Improved health, social and physical outcomes	• Change in rates of health related issues (e.g. obesity, mental health, suicide, smoking, diabetes) from the community	Long term	Secondary data (e.g. activity or referral data from health services, National Survey of Mental Health and Wellbeing)
	• Change in rates of physical exercise (including formal and recreational) in the community	Medium term	Secondary data (e.g. memberships, visits to facilities); primary data (e.g. self report surveys)
	• Change in wellbeing of the community	Medium term	Secondary data (e.g. National Survey of Mental Health and Wellbeing, Queensland Social Survey); primary data (e.g self report surveys)
	• Change in community resilience	Medium term	Secondary data (e.g. activity or referral data from health services, Queensland Social Survey); primary data (e.g. self report surveys)
	• Change in the perceptions of safety	Medium term	Primary data (e.g. community surveys)
	• Change in crime rates and offending patterns	Long term	Secondary data (e.g. offending data from Queensland Police Service)
Improved educational outcomes	• Change in results from standardised school tests	Long term	Secondary data (e.g. NAPLAN results)
	• Change in children's development	Long term	Secondary data (e.g. Australian Early Development Census)
	• Change in school attendance rates	Medium term	Secondary data from Department of Education
	• Change in school completion rates	Medium term	Secondary data from Department of Education
	• Change in higher education attainment rates	Long term	Secondary data from Department of Education
Increased community aspiration	• Change in community aspirations	Medium term	Primary data (e.g. surveys)
	• Degree to which community aspirations are met over time	Medium to long term	Primary and secondary data (depending on nature of aspirations)
Lower emissions	• Change in use of personal vehicles	Medium term	Secondary data (e.g. Transport and main roads data; open data)
	• Change in carbon footprint through shared use of land and facilities	Medium term	Secondary data (e.g. Land use data)
	• Change in construction ratings and environmental considerations in design	Short term	Secondary data (e.g. review of planning documentation; environmental assessments)

2.5 Economic benefit indicators

A number of standard indicators for economic benefit measurements are set out in Table 4. Compared to the social benefits, there is less available data and evidence on the economic benefits of collaboratively planned social infrastructure. This may be related to the fact that projects of this nature tend to be driven by the social needs of the community, rather than economic needs of providers.

Within the economic benefits, the most commonly observed and realised dimensions are reduced operating expenditure and increased accessibility. As a result, there may be merit in selecting and focusing on these more commonly observed and realised indicators. Some practical tips on developing robust base case are set out in Box 1. There are also longer term economic benefits for community members that may result from some of the social benefits set out in Table 3. However, the attribution and measurement of these longer-term benefits are challenging.

Table 4: Economic benefit indicators

Dimension	Benefit category	Measurement indicators	Indicative time horizon	Data considerations
Reduced capital costs	Service provider	• Change in capital expenditure relative to the base case	Short term	Primary data (e.g. avoided capital costs)
Reduced operating expenditure	Service provider	• Change in operating expenditure savings relative to the base case	Ongoing	Primary data (e.g. reduced maintenance costs, reduced utilities bill resulted from sharing, lower overheads)
Increased revenue	Service provider	• Change in revenue streams generated relative to the base case	Medium term	Primary and secondary data (e.g. additional commercial income)
Increased accessibility	User and non-user	• Change in travel time for users • Change in public transport use and arrivals • Change in active transport use and arrivals • Change in access of services	Medium term Medium term Medium term Medium term	Secondary data (e.g. transport data, service administration data, bike-sharing data) Secondary data (e.g. change in repeat use or multiple services use)
Improved services	User	• Change in level of satisfaction with service provision • Change in patterns of use	Medium term Medium term	Primary data (e.g. user surveys); secondary data (e.g. online reviews) Administrative data to track usage/uptake (e.g. memberships, appointments, use of multiple services)

2.5 Economic benefit indicators (cont'd)

Box 1: Practical tip – developing a robust base case

The base case is a vital component of a robust outcome analysis. The key question is what would have happened to the community in the absence of this collaboratively planned social infrastructure project? For example, this could include taking into account whether the project brought forward economic social benefits, or enhanced economic and social benefits.

Using an appropriate base case helps ensure that the true outcomes and impacts are taken into account as best as possible. Baseline data is critical when using quantitative methods to estimate the difference between the project case (i.e. observed impacts of the project) and the base case (what else would have happened in the community). For example, if a project improves accessibility, the important question to consider is what would the accessibility have been in the absence of this project.

Assessment of the base case scenario using detailed quantitative techniques may require significant investment and/or external expertise.

3. Measurement guidance

3.1 Measurement guidance overview

This Section presents a practical step-by-step "how to" guide which can be adapted for use by projects of different context and characteristics, to encourage efficient and meaningful measurement processes for collaboratively planned social infrastructure projects. The approach is summarised in Figure 9, and more detail is provided in the following sections.

Figure 9: Measurement guidance overview

	Process	**Social**	**Economic**
STEPS			
1 Apply indicator filters	Filtering not required	Filter based on • Service mix • Project objectives • Degree of integration • Level of investment • Risk profile of project	Filter based on • Project objectives • Degree of integration • Level of investment

2 Measurement principles

Apply measurement principles

Measure what matters | Focus on feasible collection | Keep indicators SMART | Measure to feed decision making

3 Data strategy

Develop data strategy

Data mapping | Refine and adjust | Identify gaps | Collection methods | Collection timing | Collection responsibilities

4 Governance

Confirm governance

Establish arrangements for governance over the measurement itself, including provisions for collections, reporting, risk management and sign-off arrangements.

5 Dissemination of findings

Develop plan for dissemination of findings and learnings

Consider who should be informed of what, when they should be informed, and how they should be engaged, to maximise buy-in and optimise the value from the measurement investment

19

Step 1: Filter indicators

Given the breadth of indicators that can be measured for collaboratively planned social infrastructure, guidance is provided regarding the considerations for indicator selection summarised in Figure 10.

The approach set out is informed by the literature, as outlined in Section 2.1, indicating that **process indicators** are **broadly applicable** regardless of context, and **social and economic indicators** are more **tied to the setting and context** of the infrastructure.

Figure 10: Indicator considerations

Activities	Outcomes	
Process	**Economic**	**Social**

Considerations (Process)

Important for **all collaborative social** infrastructure projects:

• **directly controlled** and **measured** by CHaPs and partners;

• **attributable** directly to CHaPs;

• Effective processes **improve** the **likelihood of success**; and

• **Standardised evaluation** can be **cost effective**.

Considerations (Economic / Social)

All projects should invest in some level of outcome measurement - there is **no one size fits all approach**.

Decisions on **what and how to measure** will be impacted by many factors, such as:

• Program risk profile
• Number of collocated services
• Service mix
• Community readiness
• Value invested
• Target population
• Public profile

Social benefits are not mutually exclusive – there may be synergies that create a 'natural multiplier' effect.

Ability to quantify these benefits is contingent on the **focus and investment** into measurement.

20

Step 2: Apply measurement principles

While process and benefits measurement is considered important in assisting decision-making and ongoing improvement, it is acknowledged that there can be substantial time and resource commitments required to carry out and maintain these measurements.

Defining and selecting measures should balance using ideal information and using what is possible, available, affordable, and most appropriate to the particular circumstance. Some guiding principles are set out in Figure 11.

Figure 11: Principles of measurement

Only measure what matters
Rather than attempting to cover all elements of the project, it is important to identify and focus on a few key outcomes that are desired to be achieved.

Keep the measurements SMART
Indicators should be closely linked to the key outputs and outcomes of the projects; measures should follow the SMART guidance of specific, measurable, attributable, responsive and time bound.

Focus on feasible collection
There needs to be data available and/or it must be feasible to collect the desired data. It should be a priority to capitalise on existing information, either publicly held or available or already collected by the organisations or agencies for other purposes. It 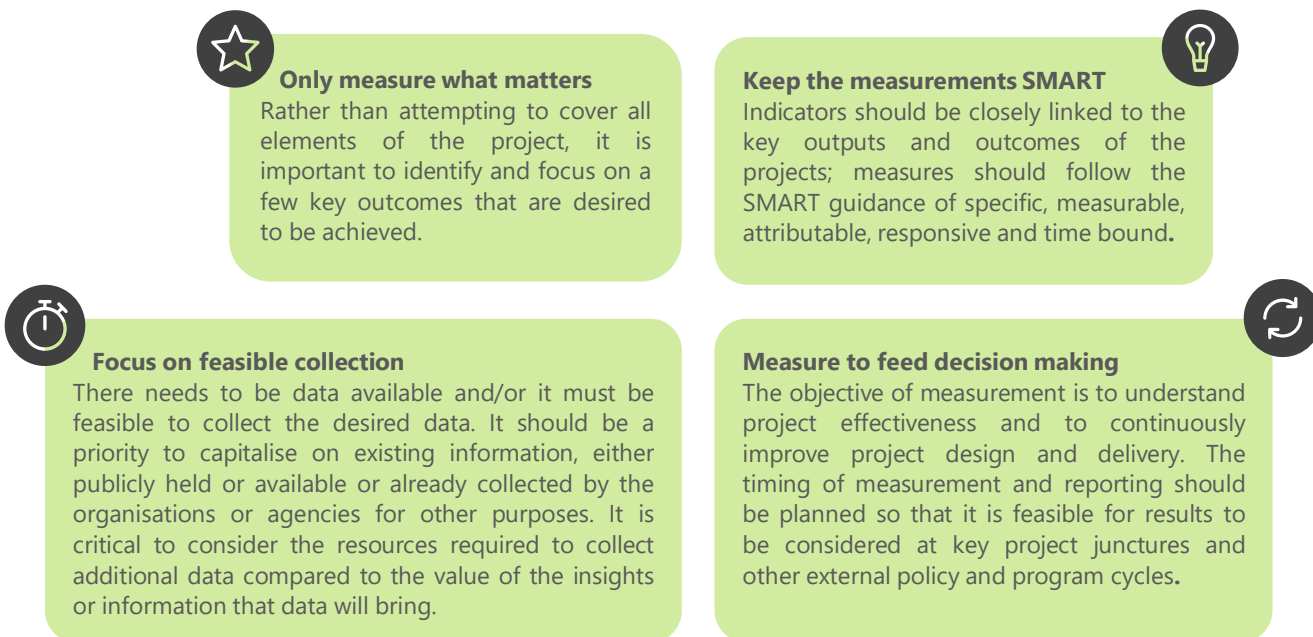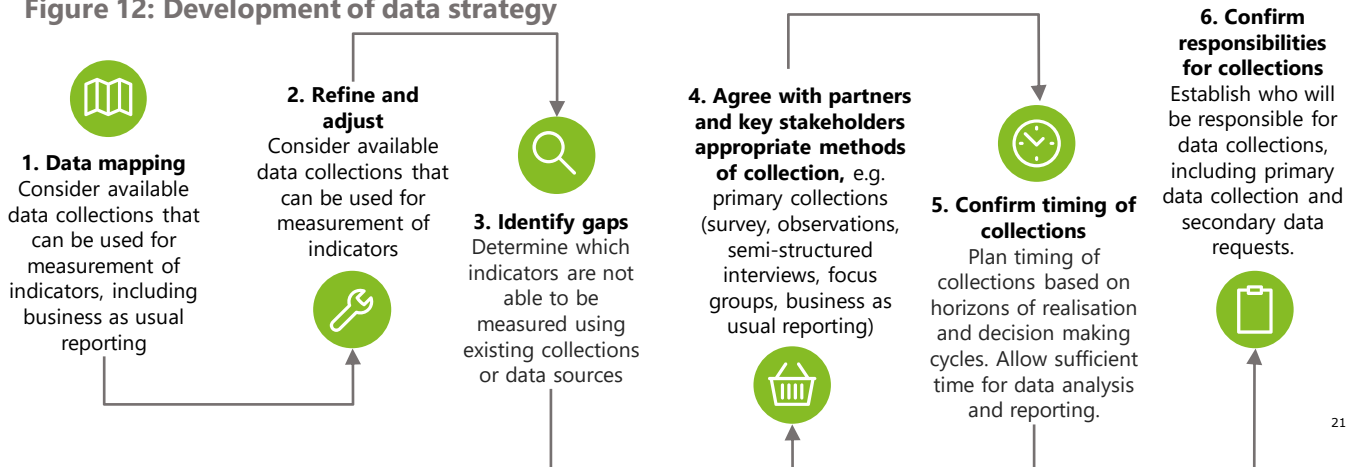is critical to consider the resources required to collect additional data compared to the value of the insights or information that data will bring.

Measure to feed decision making
The objective of measurement is to understand project effectiveness and to continuously improve project design and delivery. The timing of measurement and reporting should be planned so that it is feasible for results to be considered at key project junctures and other external policy and program cycles.

Step 3: Develop data strategy

Once indicators are selected and agreed with partners and key stakeholders, a data strategy should be developed, setting out the nature and timing of data collections. A high-level approach to developing a data strategy is set out below.

Figure 12: Development of data strategy

1. Data mapping
Consider available data collections that can be used for measurement of indicators, including business as usual reporting

2. Refine and adjust
Consider available data collections that can be used for measurement of indicators

3. Identify gaps
Determine which indicators are not able to be measured using existing collections or data sources

4. Agree with partners and key stakeholders appropriate methods of collection, e.g. primary collections (survey, observations, semi-structured interviews, focus groups, business as usual reporting)

5. Confirm timing of collections
Plan timing of collections based on horizons of realisation and decision making cycles. Allow sufficient time for data analysis and reporting.

6. Confirm responsibilities for collections
Establish who will be responsible for data collections, including primary data collection and secondary data requests.

21

Step 4: Confirm governance

An up-front investment of time and resources is needed at the start of the planning stage to establish appropriate governance structure. The process of establishing an agreed-on set of results and identifying relevant indicators and data sources can be logistically intensive. However, this process is likely to yield greater engagement and ownership among stakeholders and could reduce the resources traditionally required to complete midterm and final reviews of the project or program.

In the planning stages, governance arrangement for measurements should be defined, including reporting and sign-off arrangements. The governance structure should establish leadership for the measurements and appropriate reporting pathways, setting out who has ultimate responsibility for data collection and reporting, who will lead and who will manage the day-to-day working team. Resources that are expected to be required by each agency should also be discussed and agreed on upfront.

Consideration should also be given to how data will be transferred to the person(s) or group maintaining the measurement results and how the users will or should be able to use the information in making decisions.

Step 5: Develop findings dissemination plan

The value of investing is measurement is be realised when stakeholders engage, understand and act on the measured result – effective dissemination of learnings is key in achieving this buy-in. Consideration should be given during the measurement planning process regarding:

- Who the key stakeholders are who need to be informed;
- What level of detail and/or what format of findings these stakeholders require;
- How often stakeholders should be engaged and informed;
- When the key decision points for these stakeholders are; and
- Who is responsible for the dissemination of learnings.

Distribution of measurement results and learnings does not have to be confined to a formal report, summarising all findings. There are a multitude of different options including, workshops, storyboards, summary reports and news articles which can be leveraged to disseminate measurement findings and learnings.

The information dissemination plan should reflect CHaPs cross agency facilitation role and be reviewed and amended on an ongoing basis to ensure it is reflective and adaptive to the political and social context over the course of the project.

Ongoing use and review of this framework

This framework should be periodically reviewed and updated to take account of learning gained from use in the field, and to ensure that it aligns with current evidence, thinking and data.