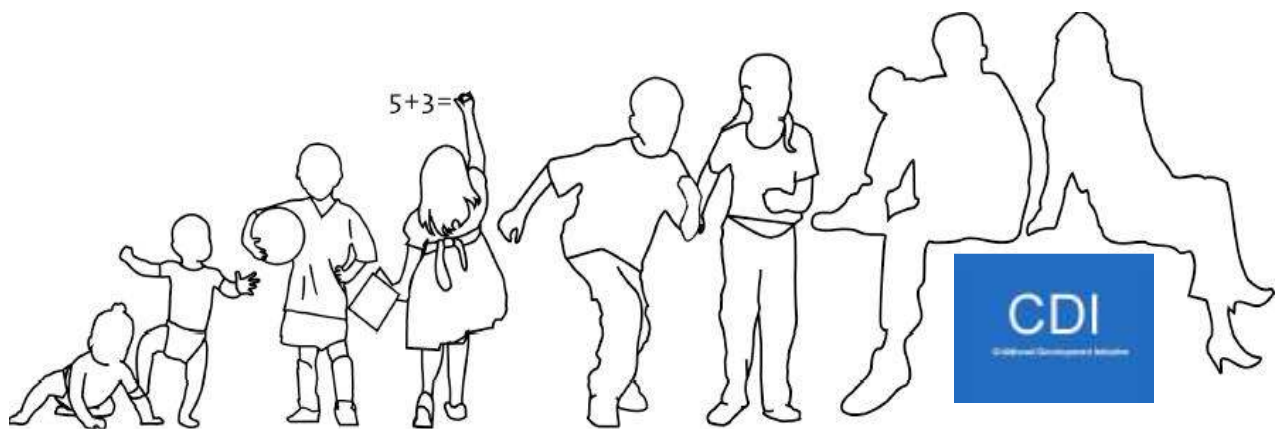


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# The Childhood Development Initiative

## Annual Report 2010

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Meeting needs, making changes, improving outcomes

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## Foreword

It is with great pleasure that I have overseen the immense hard work and consistent professionalism of the Childhood Development Initiative (CDI) team, its many supporters and stakeholders, and the growing numbers of children and families benefitting from these evidence-informed services.

As the organisation moved into its third year of implementation in 2010, the depth of understanding, expertise and insight became increasingly apparent. Whilst challenges remain and new lessons will always be learnt, there is now a wealth of experience regarding critical implementation issues, such as parental engagement, delivering with fidelity, balancing a manualised approach with the kind of relationships and interaction, which is so central to any effective developmental work.

In September 2010, we were proud to welcome the President of Ireland, Mary McAleese to Tallaght, to celebrate 'The Story So Far'. Following a busy afternoon of seminars and presentations, including children and service providers, the President spoke of CDI as being in 'the Premier League' of children's services:

*"Through the evaluation process CDI can take responsibility for what is working and how improvements can be made. The very fact that you do that process tells me the kind of people we are dealing with here; people who are not afraid to be told where improvements are required. That means that the services that CDI provide will get better and better with each year. To constantly interrogate what we are doing, means that we want to improve what we are doing. We have to be constantly questioning what it is that we do to ensure that we do it well. I want to thank everyone here in Tallaght West for the investment that you are making in the children. I thought it was wonderful to hear one of the mother's speak about this place and believing that this is a good place for her children to grow up. I thought the phrase "that it wouldn't let the child down" is a wonderful thing to be able to say; that you wake up in a place that you feel supports you as a mother, what's the best for your child. A big thank you to all of the stakeholders and the list of people who created CDI and keep it going."*

Earlier in the day, Mary Doyle, Director General of the Office of the Minister for Children and Youth Affairs (now called the Department of Children and Youth Affairs), gave reassurances about the Government's commitment to prevention and early intervention, noting:

*"I know what you're doing here is important, we know that for children who are disadvantaged by background or family circumstance, that those very early years are extremely important and that positive supports are impacting on their life chances and they promote their physical and emotional development. I know this is at the forefront of all the development of policy and implementation in this area".*

There is no doubt that an event such as this provides a wonderful boost to the community, energises practitioners and re-focuses senior managers. All of this is positive and much needed, especially in the context of increasing demands and reducing resources. However, the real joy of the event, and its core message, was in the vast number of families who joined us for the celebration, who wanted to share in the event; who are now investing in and supportive of the services and approaches that have been developed in and for Tallaght West. We are proud of the growing expertise and skills amongst the CDI team and the many organisations that we work with. We also look forward to hearing and interpreting the evaluation results next year and working with Government and others to unpick their implications. In addition, we are grateful to the many individuals and organisations who give of their time and wisdom so freely.

Most of all, however, we are committed to our founding mission: to improve outcomes for children and families in Tallaght West. We believe we are a significant way along that path, as evidenced from this Annual Report.

Noelle Spring,  
Chair,  
CDI Board.

## CDI - The Wider Context

CDI launched its innovative ten-year plan for change, 'A Place for Children in Tallaght West' in 2007. This strategy was the result of a comprehensive consultation process with parents, children and practitioners in Tallaght West, as well as regional and national policymakers and politicians. Following development of the strategy, funding was committed to CDI by the Office of the Minister for Children and Youth Affairs, and the Atlantic Philanthropies for the implementation of the first five-year phase to December 2011.

During this phase, CDI has developed and implemented a range of quality, manualised, evidence-based programmes in Tallaght West founded on identified needs. Central to the development of CDI's strategy and programmes is the research which indicates that: the early years are critical in shaping a child's future; community-based initiatives give the best hope of sustainability; and inter-departmental initiatives and structures are essential to promote integrated planning, programme delivery and sustainability. Consequently, all areas of CDI's work are being rigorously and independently evaluated.

The process of delivering quality services and driving inter-agency collaboration has been both exciting and challenging. Considerable knowledge and expertise has been developed by CDI and its service providers around: supporting improved outcomes for children and families; delivering manualised programmes which address identified needs; and managing rigorous evaluations in community settings.

The nature of programme delivery and the rigour of the evaluation processes employed by CDI are new experiences for the vast majority of those who have engaged with CDI over the last number of years. Getting buy-in, offering reassurance and hearing concerns have been critical elements of what has essentially become a change management process. Throughout this engagement, CDI and its stakeholders have reassured the community that its priorities are to: improve outcomes for children and families; to impact on national policy; and to ensure that their experiences will inform future planning and provision.

While the bulk of outcome data will not be available until late 2011, interactions with parents, children and teachers and other service providers suggest that CDI's programmes are proving effective for those engaging in them, and support the underpinning principles of enhanced inter-agency collaboration and community capacity building.

In the second half of 2010, as CDI entered its third and final year of service delivery in the current phase, it commenced a comprehensive strategic planning process. The focus of this work is to determine and clearly articulate CDI's plans for the future, to outline the work CDI will undertake to achieve its strategy and to ascertain the funding required to progress this work.

CDI's focus has always been on achieving its ten-year strategy and our long-term intention has been that by 2016 we would have demonstrated significant improvements for children, and developed a comprehensive and integrated set of children's services in Tallaght West. CDI intends to demonstrate the cost-effectiveness of gradual increases in investment in children's services in the area and beyond

Regular formal reporting and informal dialogue with our funding partners and key government officials provide CDI with a meaningful opportunity to share learning, advocate for change and seek solutions collectively. In this way, CDI has the potential to influence future policy, curriculum development and professional training and support, to produce better outcomes for all children.

# **CHAPTER ONE: Governance**

## **1.1 Overview:**

This chapter details the structures that support CDI's work to ensure appropriate accountability. It also describes the issues considered, processes undertaken and the structural changes which took place during 2010.

## **1.2 Structures:**

A number of sub-committees, with specific remits and expertise, are now well established, advising and guiding CDI's work, and making recommendations to, and supporting the oversight role of the Board.

### **1.2.1 CDI Board:**

CDI's Board remained unchanged in 2010, with Noelle Spring continuing to chair the Board. Professor Tommy Cooke and John Lahiff were registered as Directors of CDI in 2010.

The Board of Management met nine times during 2010, with a strong overall attendance. The main business of the Board centered on supporting the resolution of issues, anticipating and minimising risk, and enabling the organisations' strategic planning process.

In addition to these meetings, the Board participated in Governance Training in March 2010, which offered robust reassurances that there are high levels of accountability, structure and visibility across the organisation. Meetings also took place with the Implementations Support Group, particularly in relation to an independent consultation process conducted by the Institute for Public Administration (IPA), which explored the future for CDI. These discussions proved extremely valuable, resulting in the establishment of a Strategic Working Group to drive these plans (see Section 1.5).

The Community Board members continued to meet the CEO prior to Board meetings, as previously agreed, and the opportunity to consider documents and issues proved very helpful. As the year progressed, however, this became less central to the full participation at Board meetings, consequently these meetings now only take place as required.

The effectiveness of the various Sub-Committees positively impacted on the work of the Board during the year, as the Sub-Committees considered specific issues and operational detail and made informed recommendations to the Board. This has worked well and the expertise amongst the various Sub-Committee members has been fundamental to this process. As CDI moves towards a mainstreaming strategy, the Board is cognisant of its role in drawing together a coherent plan and articulating a consistent message. Strengthening and sustaining links, both formally and informally, between the Board, the CDI team, the Implementation Support Group, and other key stakeholders, has been a crucial aspect of the Boards work.

### **1.2.2 CDI Team:**

CDI is committed to ensuring that it's staff receive appropriate support, supervision and training, in order that they are able to meet both individual and organisational responsibilities with professionalism, effectiveness and efficiency.

There were a number of changes to the CDI team in 2010. In January 2010, CDI successfully contracted with Marguerite Hanratty to fill its Quality Services Officer role, which had been vacant since August 2009. Evelyn Brennan resigned as Head of Finance and Corporate Services in March 2010. It was decided to outsource CDI's finance role, and, following a competitive tender process, CDI contracted with Darcy Lynch Partners to provide these services. CDI then advertised a vacancy for a Governance and Corporate Services Coordinator and Paula Corrigan was recruited to this role in June 2010. Jemesena Carr resigned as CDI's Finance and Administrative Assistant in December 2010, moving to manage a GP practice. Regular team meetings were held throughout 2010, as a key mechanism to support connections across the various services, ensuring the implementation of our underpinning principles, and sharing learning and insights. Two team development days were held (March and in late May), when the team took time out to develop the Communication Strategy (see Section 1.5)

### **1.2.3 Community Safety Initiative (CSI):**

Following the structural changes agreed in 2009, whereby the Community Forum and the Pilot Site Groups were combined, local meetings continued to take place regularly to consider residents' issues and how they can be addressed.

The function of the CSI Steering Committee is to provide leadership and guidance in progressing responses to locally identified concerns. For a range of reasons, it proved difficult to bring the Committee together in the first half of the year. Notwithstanding, the two meetings that were held in late 2010 proved useful, providing opportunities to review the work to date and agree targets for the future.

The independent Chair of the CSI Steering Committee resigned during 2010, and it was agreed that it would be appropriate for the CDI CEO to take up this position, in order to maintain consistency.

### **1.2.4 Expert Advisory Committee (EAC):**

There were two meetings with the Expert Advisory Committee in 2010. Both focused primarily on the content and delivery of interim reports from CDI's six rigorous evaluations. The first set was received in early 2010, with a second set delivered later that year. Following this, a lengthy review process took place involving members of the CDI team, the EAC and the CDI Board. A set of guidelines for the content of interim reports was drawn up and agreed by the EAC as a way of streamlining the reports and minimising the review process. The EAC also informed the early development of a dissemination plan for interim and final evaluation reports, which will be fully implemented in late 2011. Members of the EAC encouraged CDI to use creative ways of sharing information from the evaluations in order to meaningfully connect with various audiences, including children, young people and parents, for example, exploring visual imaging, blogs, podcasts and social networking sites.

CDI held two bi-annual meetings with all of the evaluation teams in February and September 2010. These meetings offered both CDI and the evaluation teams a valuable opportunity to reflect on the progress and common challenges arising from the evaluations, in addition to being updated on future targets for the individual assessments. The meetings produced interesting discussions around the ethical challenges to archiving qualitative data, sharing the learning arising from the evaluations with key stakeholders, and agreeing the guidelines for interim reports.

### **1.2.5 Executive Sub Committee:**

This structure was established in 2009 to support the CEO on personnel, recruitment and human resource issues. The Executive Sub-Committee met five times during 2010, considering issues such as: applications for study leave and/or requests for further education supports; and finalising agreement regarding recruitment processes. Following consultation with this Sub-Committee, CDI supported one member of the team in continuing her BA in Community Development and Leadership and another in her Masters in Child, Family and Community Studies.

### **1.2.6 Finance and Risk Sub-Committee:**

CDI was delighted to welcome three new members to its Finance and Risk Sub-Committee in 2010: John McGarry (State Street), Maarten Bongenaar (Combined Insurance) and Nicholas McNicholas (Barrister-at-Law). These new members brought with them a wealth of expertise in relation to a range of key areas, including financial management, risk assessment and minimisation, and regulatory requirements.

The Sub-Committee met five times during 2010 and provided considerable support to CDI, including reviewing the risk register, advising on internal financial practices and procedures, and examining the adequacy of insurance. The Sub-Committee also continued to review the financial statements for CDI and advised on current and future funding and budgeting matters.

### **1.2.7 Implementation Support Group (ISG):**

Throughout 2010, the ISG continued to play a central role in supporting CDI's strategic implementation and shaping its planning process. The following were undertaken by the ISG during the year:

- Two meetings to consider implementation issues arising from CDI's service delivery;
- Participation by five members in a working group to develop a discussion document on the need for a continuum of early child care and education provision, entitled 'Making the Case';
- Attendance by a number of members at CDI's AGM in May 2010;
- Participation in the IPA led consultation process;
- Two meetings with the Board to consider strategic planning;
- Nomination of three members to CDI's Strategic Working Group;
- Supporting the making of a DVD to showcase CDI's work.

CDI is grateful to all members of the ISG for their ongoing commitment, guidance and support. We were sad to say goodbye to Adrian Charles, Local Health Manager with the HSE when he retired towards the end of the year. In his capacity as the chair of the Group, Adrian always brought warmth and empathy to the discussions, and was a wonderful champion for CDI. John Fitzpatrick, Principal at St. Anne's National School, also retired during the year, leaving the group without representation from the school. CDI wishes both Adrian and John well

### **1.3 Accountability:**

In addition to the internal governance structures, as described above, CDI, submitted quarterly progress and finance reports to its funders, The Office of the Minister for Children and Youth Affairs (OMCYA) and The Atlantic Philanthropies (AP). CDI met with them formally four times during the year, in addition to ongoing informal contact. CDI also participated in cross site meetings with Young Ballymun and Preparing for Life, the two other Prevention and Early Intervention Programme (PEIP) sites, all three of which are funded through a partnership between the OMCYA and AP. Discussions predominantly focused on mainstreaming and providing opportunities for exploring common challenges and developments across sites.

All services commissioned by CDI to either deliver or evaluate programmes, provided quarterly financial and non-financial reports. Progress meetings took place three times with each service provider during the year.

CDI continued to submit reports to the National Children's Services Implementation Group (NCSIG), which oversees the Children's Services Committee (CSC) and is responsible for the implementation of the National Children's Strategy.

### **1.4 Premises:**

CDI moved to its new premises at 'The Farm' in Fettercairn in September 2009. From 2010 onwards, the space came to be extremely well used, both for internal meetings, Communities of Practices, and occasional training and professional development events. This purpose-built building is largely open plan, provides a boardroom, ample office space and car parking, and is a bright and pleasant work area. We are extremely grateful to South Dublin County Council for the use of these facilities.

### **1.5 Mainstreaming and Communications:**

With CDI entering its third and final year of implementation in 2010, the need to clearly articulate its plan of action for mainstreaming its programmes and ensuring their sustainability is paramount. CDI commenced a comprehensive strategic planning process in early 2010 to:

- Ensure the sustainability of those services established by CDI in Tallaght West, which, *a priori*, appear to be effectively meeting a need;
- Maximise opportunities to influence and shape policy, curriculum development and professional training and support;
- Identify structures, mechanisms and practice tools that enable the extended delivery of CDI programmes beyond Tallaght West into other disadvantaged locations, which have been identified as displaying relevant needs.



This process began with the development of a 'Phase Two' discussion document, which was brought to a joint meeting of the Board and the Implementation Support Group. Subsequent to, and resulting from these discussions an independent consultation process took place to consider and agree priorities for the future. The IPA was contracted following a competitive tendering process, and focus groups and individual interviews took place with a broad range of stakeholders, including parents, frontline staff, commissioned service Managers, school Principals, Board members and CDI funders. The IPA report provided CDI with a clear pathway for the future.

In October 2010, a Strategic Working Group (SWG) was established to guide and inform the development of a detailed proposal to consider:

- The background, context, experience to date, and progress so far, of CDI's work in Tallaght West;
- What we know about the current needs of children and families in Tallaght West and nationally;
- Anecdotal and /or empirical evidence of what is working (and what is not);
- Making an economic case to include:
  - Cost benefit analysis;
  - Prevention as a core principle;
  - Government's return-on-investment;
  - Employment creation possibilities.
- The Bridging Phase - September 2011 to August 2012:
  - How we sustain services, expertise, relationships and enthusiasm, while waiting for the final evaluation data;
  - Receiving, interpreting and disseminating the evaluation data.
- The Roll-Out Phase - September 2012 to August 2015:
  - Replication of services in other locations;
  - Development of hubs of expertise in strategic locations, which support programme manual development, delivery, fidelity, reflective practice and collaborative working.

The SWG included members drawn from the Board of CDI, the Executive Team and the ISG. It also included a co-option from the VEC, given the centrality of the education sector to CDI's mission. Working with a facilitator provided by The Atlantic Philanthropies, and with a tightly defined remit and timeframe, the SWG's resulting Strategic Plan will be available in early 2011.

Alongside these processes, CDI invested considerable energy in developing a Communications Strategy, which clearly forms a core element of any mainstreaming approach. Following a competitive tender process, the Public Communications Centre was commissioned to support this work, resulting in a document being provided in the Summer of 2010, which included target audience, key messages and consideration of potential methodologies for engagement. Training for the team in relation to message delivery was also undertaken.

In relation to targeting key audiences, the following were achieved during 2010:

- Community of Tallaght West:

The local newspaper covered a number of articles about CDI during the year. The Children's Awards, clean-up and the President's visit were key features. Over 400 people attended Tallaght Stadium for the latter event in September 2010.

- Policy Makers and Influencers:

It proved difficult to meet regularly with key influencers during 2010, primarily due to time constraints and the challenge of coordinating diaries. Regular updates, however, were mainstreamed, contact with local politicians remained positive, and the "Story So Far" event, at which all six independent evaluation teams presented, were all extremely useful.

The development of a DVD showcasing CDI's work, including the perspectives of a number of stakeholders, was a considerable achievement, and the DVD has been widely circulated. A report and summary DVD from 'The Story So Far' will be completed and disseminated in 2011.

- Academic and Professional Audiences:

During 2010, members of the CDI team presented elements of our work at the following events:

- The Irish Penal Reform Trust, annual conference;
- The European Early Childhood Education Research Association (EECERA) conference;
- The International Network of Child Policy Research Centres.

In addition, we presented to the County Development Board; a group of Indonesian Officials being hosted by UNICEF; an international Study Group hosted by the Centre for Effective Services, and a Reggio Emilia seminar, co-hosted by CDI and the NCNA.

## 1.6 Inter-Agency Collaboration:

Enhancing inter-agency collaboration remains a tangible and central element of all that CDI does, and we work towards this through both formal and informal methods, including:

- Participating in external structures, thus reciprocating the support we have so readily received from others. This includes the Services Committee of the County Childcare Committee, the local Community Policing Forum, chaired by South Dublin County Council and the RAPID Area Implementation Team. CDI's Research and Evaluation Manager, Dr. Tara Murphy, sits on a group for teen counseling, 'Achieving Through Partnership' (an inter-agency group for psychologists), and also on the 'Integrated Service for Youth Mental Health'.
- Delivering services through a partnership with local providers, requiring effective engagement with schools and the HSE, whilst particular afterschool services, such as Doodle Den, necessitate the development of inter-disciplinary co-facilitation.
- Demonstrating through the CDI Speech and Language model focused approach to inter-agency collaboration, which necessitates positive working relationships and agreed protocols between schools, the HSE, the parents and therapists and supported by CDI, with employment being channeled through An Cosán.

CDI particularly appreciates the opportunity to actively participate in South Dublin's Children's Services Committee, as this structure has provided a valuable opportunity for sharing information, collaborative development and innovation, thereby providing a common understanding of needs, current provision and service demands. In addition to participation at Committee level, CDI is also represented on the following Sub-Committees:

- Information and data sharing;
- Education;
- Participation;
- Safe and healthy schools.

## 1.7 Conclusion:

The following actions outlined in the Annual Business Plan were achieved during the year:

### Targets from 2009 Business Plan:

- Child protection policy developed;
- Risk management register undertaken;
- Five meetings held with the Implementation Support Group;
- Consultants' contracts completed;
- Agreed reports finalised.

### Actions 2011:

- To complete and disseminate the DVD and report of 'The Story So Far';
- To finalise the strategic plan and utilise it as a negotiating tool for the next phase of work.
- To publish a small number of articles in professional and/or academic journals;
- To motivate the team during a period of uncertainty regarding the future;
- To engage senior policy decision-makers in considering the learning arising from the independent evaluations;
- To consider any changing needs in relation to governance and staff support during the transition phase.

## Issues Arising:

Accessing key decision-makers is going to be increasingly important to CDI, particularly as our insights deepen and our understanding of 'What Works' increases. This is a challenging task, and is likely to become even more so as demands grow and resources retract.

The forthcoming year will inevitably be demanding, necessitating considerable time, energy and resources devoted to maintaining levels of expertise, positive working relationships, and staff motivation during what will be a period of uncertainty, as we come to the end of our third year of implementation.

*From left to right: Noelle Spring (Chair, CDI Board), Monica Conboy (CDI Board), Sherin Abdenaby (CDI Board), Professor Tommy Cooke (CDI Board), President Mary McAleese, June Kelly (CDI Board), John Lahiff (CDI Board), and Sandra Thorpe (CDI Board) at the 'The Story So Far' event in September 2010.*

## Key Learning:

Clear governance structures and procedures can significantly support the organisation to consider complex issues. The Board has been able to focus more attention on strategic matters due to the efficient and effective operation of the Sub-Committees, and having the appropriate expertise, to deal with, and make recommendations regarding specific operational elements. Nevertheless, the demands on members must be carefully managed.



## **CHAPTER TWO: Service Delivery**

## Strategy Implementation

The CDI team is confident of the processes underpinning its evidence-based programmes. During 2010, the team gained increasing skills in relation to the supports that enable quality delivery of evidence-based programmes and a clarity of understanding regarding the role of reflective practice. The benefits of delivery, as intended, grew over time, and, with it, came heightened confidence in relation to those processes that facilitate this approach. Engaging service providers in developing check lists, presenting at seminars and Communities of Practice, and using video technology were all extremely positive developments.



*The President, Mary McAleese, meeting children from Tallaght West.*



## CDI's Early Years Programme

2010 was a year for continued early years programme development and service delivery, as well as change in how some services operated. The first quarter of the year was spent planning for those services (Cohort One) whose contract with the CDI Early Childhood Care and Education (ECCE) programme came to an end in August 2010.

Meetings were held with various stakeholders to identify the critical elements of the CDI early years programme that could be continued for another year. CDI commissioned Partas to undertake an analysis of service income and expenditure and future income projections. Through these lengthy discussions, and meetings with funders, actions were identified and a plan agreed to provide a reduced level of ongoing support.

CDI was in a position to continue providing support with the Speech and Language Therapy service and the Parent/Carer Facilitator role for Cohort One services. A small budget was also provided for Continuous Professional Development to support services and staff through staff meetings (for planning and reflective practice purposes) and attendance at training.



While this ongoing support was met with a positive response, services also experienced a time of uncertainty and disappointment that the programme could not continue in the same way. Over the two years of involvement with the CDI early years programme, services recognised the positive impact that this model provided through its higher child/staff ratios, training, parent/carers facilitator role, offsetting of the parental contribution to costs, on-site speech and language therapy service, as well as structured assistance provided through monthly Communities of Practice meetings and other supports. Fortunately staff were either deployed to other services within their organisation or secured employment with other services.

CDI recognised that this was a difficult time for all concerned, but was happy to be able to provide ongoing backing with particular elements of the programme.

In terms of continued support for Cohort Two services, HighScope training was completed in 2010, with all site visits carried out and reports furnished back to the individual services. Following this, the Communities of Practice looked at elements of the Highscope programme to help practitioners with its implementation. Highscope cluster sessions were also facilitated during the year, which afforded practitioners an opportunity to delve further into elements of the Highscope approach.

A number of Parent/Carer Facilitators completed training in the delivery of the Parents Plus Community Course (PPCC), and, in turn, delivered the programme to parents in their services. John Sharry (PPCC Charity) attended meetings to offer assistance around the delivery of the programme. Three Parent/Carer Facilitators became accredited PPCC facilitators, with the remaining Facilitators working on submitting their portfolios for accreditation.

Continued .....

Helen Cameron, CDI's Senior Speech and Language Therapist, moved on to a role within the HSE. After a successful recruitment process, Jennifer Grundulis took up the post in May 2010. Jennifer hit the ground running, and continued from where Helen left off. Jennifer delivered training and support to all ECCE practitioners, including 'Early Language Development in Childhood', 'English as a Second Language' and 'Sound of the Week'. This service has had a significant impact on children, families and services. Over forty children have received assessments and therapy on site in the nine Early Years Services.

CDI also offers, *inter alia*, the provision of parent education supports to families to enable them to understand and develop their child's speech and language development. The provision of training to practitioners enables and equips them to comprehend early language development, and be in a position to detect issues and make appropriate referrals, and, in turn, to support and augment language development.

During 2010, CDI also facilitated training with 'The Wheel' to assist early year's services' Boards of Management with human resources and governance issues. While service managers' attended this training, the modest uptake by members was disappointing.

Regular monthly manager's meetings were also held which afforded an opportunity to discuss implementation issues, as well as determining training needs. Furthermore, monthly Communities of Practice meetings were held with the Parent/Carer Facilitators to discuss their role and provide support where necessary.

As with other elements of the programme, participation in the evaluation has become an integral element of service planning.

Taking a national perspective, the roll out of Síolta, the National Quality Framework, continued throughout 2010 (see Quality Enhancement Programme for further information). In addition, the early years services continued to work through the Government's Free Pre-School year scheme, and the Childcare Subvention Scheme.

### Strategic Objectives:

- Children have heightened readiness for transition to school;
- Children's health problems are reduced at an early age;
- Children's participation in school is strengthened;
- Year-on-year improvements in children's social, emotional and cognitive skills;
- Children feel safe in, and happy to belong to, their community;
- New services are developed to support children and their families;
- Improved integration of education, social care and health provision.



### Issues Arising:

- Engaging managers and Boards of Management in initiatives aimed at supporting enhanced governance;
- Supporting services post-CDI funding, taking account of the economic downturn and the possible impact of reduced subvention funding;
- Introducing the free ECCE year and assessing its potential impact on services.

## Business Plan Implementation:



The following targets, outlined in the 2010 Business Plan, were achieved during the course of the year:

- Four services supported through the completion of their contracts with CDI, and the commencement of new contracts;
- Parent/Carer Facilitator posts retained in all nine services;
- Speech and Language Therapy service continued with all nine services;
- Speech and Language Therapy training provided to over 45 practitioners;
- All children referred to the Speech and Language Therapy service were assessed and pathways agreed for them;
- Parents of children receiving Speech and Language Therapy were given advice on how to support their children's speech and language development;
- A total of 16 Early Years practitioners completed training in Highscope, with an overview of Highscope provided for Parent/Carer Facilitators;
- Two Highscope cluster training sessions were delivered;
- The possibility of establishing a Highscope Training of Trainers was researched, but this option was found to be costly, with associated time constraints;
- Quarterly progress review meetings were held with all CDI funded service providers;
- Quarterly review meetings were organized with the HSE;
- Parents Plus Community Course (PPCC) Facilitators were supported in the delivery of the PPCC and three Parent/Carer Facilitators were awarded accreditation.
- Approximately 7 groups of parents participated in the PPCC;
- The possibility of establishing a PPCC Training of Trainers remains under review;
- Two parent and toddler groups were established by some Parent/Carer Facilitators, with the Facilitators also offering support to pre-existing parent and toddler groups;
- Evaluation of services ongoing;
- Monthly Communities of Practice for Early Years staff continuing;
- Monthly Communities of Practice with Parent/Carer Facilitators ongoing;
- Monthly manager meetings continuing;
- Roll-out of Siolta continued with 11 Early Years Services (See Quality Enhancement Programme for further information).

All activities outlined in the 2010 Business Plan have been developed, with some remain ongoing activities in 2011.

### Key Learning:

- Requirement to provide ongoing support to ensure programme manual fidelity;
- Need to support practitioners to reflect on their practice;
- Consideration of a diversity of funding streams and its implications on service delivery.







## Action Plan 2011:

- Provide ongoing support to service providers through Communities of Practice and monthly manager meetings;
- Support attendance at Highscope cluster training;
- Assist all Parent/Carer Facilitators to become accredited Parents Plus Community Course (PPCC) Facilitators;
- Encourage the provision of PPCC to all parents;
- Strengthen the links between early years and community health services;
- Identify and address training needs of early years practitioners, and their governance structures;
- Support services to utilise reflective practice more effectively;
- Plan for the sustainability of services whose contracts end in August 2011.

## ECCE Evaluations:

The evaluation of the CDI ECCE service is being conducted by the DIT Centre for Social and Educational Research, in collaboration with the University of London. A cluster randomised control trial is being used to evaluate the service. Eighteen settings were randomised in pairs in Cohorts One and Two (ten in the intervention group and nine in the control group). There is also a process element to the service evaluation. Baseline child and pre-school setting assessments for Cohort Two were conducted over a two-month period from October 2009. Mid-phase assessments took place in May and June 2010 after one year of pre-school attendance. The final phase of assessments (end-phase) for Cohort One was carried out between May to June 2010. The number of children assessed at baseline for both cohorts is 307, with 157 in the intervention group. The first interim report containing baseline and mid-phase findings for Cohort One was received in early 2010, key findings of which were shared at CDI's 'The Story So Far' event in September.

## Evaluation Achievements:

- First interim report signed off by the CDI Board;
- Completed baseline, mid-phase and end-phase assessments for Cohorts One and Two (end-phase only);
- Evaluation team presented at the following events:
  - European Association for Research on Learning and Instruction Special Interest Group 5 (EARLI SIG 5): Learning and Development in Early Childhood. Switzerland, Summer 2010;
  - European Early Childhood Education and Research Association (EECERA) in Birmingham (UK) (presented with CDI) September 2010;
  - CDI 'The Story So Far' event in Tallaght, September 2010.

## Evaluation Targets 2011:

- CDI Board signs off on its second interim report;
- Final wave of data collection to be completed between May and July 2011;
- Write up and delivery of final interim report by the end of September 2011;
- Dissemination of findings from late 2011 to 2012.



## Case Study: Early Childhood Care and Education

### An Early Year's Service's views on the benefits of non-contact time:

Part of the CDI ECCE programme includes a provision for 'non-contact' time for staff to meet, reflect and review service delivery, plan, compile child observations and undertake home visits. CDI sees this as being crucial to support quality delivery. Below is one of the pre-schools' experience of delivering a service that has non-contact time as part of its programme:

"Our working day here begins with the team arriving 15 minutes prior to children coming. This time is spent ensuring the room is ready for the children, breakfast trolley is prepared, checking our daily planning sheet, who is on door to welcome parents and children, who will sit with children at the meet and greet area, who will aid the children in availing of breakfast. We are now physically and mentally prepared to be present for the children and their families as they arrive. For the parents/carers and children, they know we are fully available to them, to listen to their updates, and parents can voice concerns or queries. This time leads to free flowing information that aids understanding of the child and families needs.

Our daily programme lasts 4 ¼ hours, during which time all staff participate in the room activities; being play partners and a support to the children. Home time for the children is a leisurely affair, again, parents/carers don't feel rushed and they can join with their child in the last activity of the day, leading to a greater understanding of their child's development.

A short break later we informally review the morning and evaluate activities. Key workers discuss issues arising with the senior practitioner, reflecting on child observations and then planning to meet individual children needs and interests. Recording of information is then formally done.

Most afternoons there are vital meetings taking place e.g. service planning/supervision/appraisals/Síolta/CDI Community of Practice meetings and exchange of information with the Parent/Carer Facilitator.

When primary school closes for mid-term, Easter break, etc., children get a break from pre-school. Staff avail of this time to continue professional development without impacting on the children and their families. Home visits are also arranged by appointment at this time. All of the above is vital to maintaining a quality service to the children. Reflection, evaluation, networking with other service providers, and clarifying issues arising ensure a smooth delivery of a worthwhile programme.

In contrast, being in paid employment only when children are present means children are not receiving the quality service they deserve. Childcare staff will often give freely of their time to source equipment and materials, and plan for future activities. Staff will attend training only if pushed, as they feel undervalued and their time put upon. This does not allow for reflection and evaluation. Over a period of time, staff motivation decreases and stress levels rise, which impacts badly for the child, as during their day, staff are busy and not fully present to the child. Families are affected too. If the organisation were to pay staff for their hours, overworked fees would need to be increased, and the family may not be able to sustain their child's place.

The National ECCE programme is an asset to such families, but staff feel frustrated and feel they cannot meet required standards without children losing out on quality adult/child interactions.

As a mixed service provider consisting of paid 'non contact time', and one with the ECCE Scheme, we feel as though we are in a valued position to propose recommendations to policy makers. We have found having allotted time for reflection and planning an unbelievable resource. In order for early education to continue to professionally develop, this area must be addressed. It is inconceivable that the quality expected to be adhered to could be placed in jeopardy, due to lack of non-contact time. We, therefore, would be in full favour of having paid non-contact time, because we have seen the benefits it can have to the child, family inclusion and team morale."

## Doodle Den Literacy Programme



### Overview:

The Doodle Den Programme aims to improve children's literacy skills by providing them with a series of fun activities. The second year of delivery of the Doodle Den after school literacy programme has been characterised by consolidation and growth. A total of 105 children received places in the Doodle Den programme in year two of its delivery (2009-2010). An additional 105 were offered a place on a weeklong Literacy Summer Programme in 2010. The third year of the programme delivery commenced in September 2010, with 105 children receiving a place. A small number of children were afforded extra support to participate in the programme through the provision of access to a Special Needs Assistant.

The Doodle Den programme is proving to be a very popular programme with children, parents and school staff. Anecdotal feedback from school staff highlights the positive influence that Doodle Den has on children's confidence, literacy skills and engagement in school. Parents have noticed improvements in writing, particularly letter formation and children reading more frequently at home. Children have also talked about enjoying 'their Doodle Den club'.

Facilitators have worked diligently to deliver Doodle Den to a high quality, and with programme fidelity. They continue to attend ongoing training provided by a literacy expert. The Community of Practice role in providing implementation support has been enhanced by a greater focus on delivering core elements of the programme manual, and programme fidelity was strengthened by the provision of continued training by a literacy expert. In addition, the use of videoing of session delivery facilitates group learning on specific issues related to implementation. Facilitators' confidence and expertise heightened during the second year of programme delivery. The teachers and youth workers enabling the Doodle Den groups carry on providing a supportive and challenging learning environment where children's literacy skills were enhanced. CDI's Quality Specialist continues to support high programme fidelity, while facilitators self monitor the quality and fidelity of programme delivery.

During the second year of provision, the Doodle Den programme became more widely known in the community. Attendance at child sessions was high. Parents were more aware of the programme, which assisted in the collection of referrals for the final year of delivery and encouraged engagement of parents in parent sessions. Parent sessions provided an opportunity to share ideas about how to create a home learning environment that supported literacy. The family sessions were welcomed by the parents, and they were characterised by a high participation rate, with the parents and children taking part in literacy activities together, such as storytelling and library visits. Regular review meetings with school staff provided an opportunity to furnish information on the programme and to discuss how to sustain attendance and participation of children who required extra support.

Monthly Service Managers' meetings with the two commissioned services (Citywise Education and An Cosán) provided a mechanism to ensure all aspects of the programme were delivered and that the issues arising during the year were dealt with efficiently and effectively.



## Strategic Objectives:

- Improvements in children's regular school attendance;
- Strengthened children's literacy skills;
- Improvements in children's broader engagement in learning outside the school through enhanced literacy, increased confidence and an improved home environment related to literacy;
- Enhanced relationships between the child and their family and peers, for example, through increasing parent/carers involvement in supporting their child's literacy development and augmenting family use of library services.

## Issues Arising:

- Supporting children with a range of learning needs to participate in the programme;
- Balancing practitioner creativity with programme fidelity;
- Agreeing a self monitoring, workable tool for facilitators.



## Business Plan Implementation:

The following targets, outlined in the 2010 Business Plan, were achieved during the course of the year:

- A total of 103 children and their parents were offered places on the Doodle Den Programme;
- Some 210 referrals were collected from school teachers and randomly allocated to either Doodle Den or a Literacy Summer Programme for year three;
- Communities of Practice were established for facilitators to provide a monthly forum at which to support implementation;
- Library services continued to provide story telling sessions and information provision;
- Eleven facilitators were trained in the delivery of the Doodle Den programme.

## Action Plan for 2011:

- Support managers to take an active role in monitoring fidelity and quality delivery of the manual;
- Continue to utilise self monitoring tools;
- Continue to develop Communities of Practice as a forum for reflective deliberation;
- Continue to improve engagement with parents;
- Develop a train the trainer process to support long-term sustainability.

## Key Learning:



- Some children with specific learning needs can participate in Doodle Den once they are provided with extra support;
- Balancing programme fidelity with creativity is achievable, but requires a space for issues to be reviewed and collective decisions to be made;
- Processes to support fidelity need to be tested and amended to achieve workable procedures;
- Implementation of evidence-based programmes requires time to bed down.

## Doodle Den Evaluations:

The evaluation of the CDI Doodle Den programme is being conducted by the QUB Centre for Effective Education. A randomised control trial is being used to evaluate this programme. There is also a process element to the service evaluation. As part of the process evaluation, the evaluation team (Dr. Karen Kerr, Pamela Jardin and Dr. Andy Biggart, all from QUB) conducted a short 'client satisfaction' survey with children participating in the programme. The purpose of this survey was to explore children's perceptions of the programme. For example, what they liked about it or what they did not like, what was the best thing about the facilitators, and so on. This information will assist in determining what worked and what did not work, as well as what children most enjoyed about the programme. The evaluation team completed mid-phase and post-assessments with children in Cohort Two in all seven primary schools, in addition to following up with their teachers. As part of the process evaluation, a number of individual interviews were also undertaken with facilitators and members of the CDI team.

## Achievements:

- First interim report signed off by the CDI Board;
- Completion of mid-phase and post-assessments with Cohort Two;
- Evaluation team presented at CDI's 'The Story So Far' event (at Tallaght Stadium).

## Evaluation Targets 2011:

- CDI Board signs off on its second interim report;
- Final wave of data collection to be completed between May and July 2011;
- Write up and delivery of final interim report by the end of September 2011;
- Dissemination of findings from late 2011 to 2012.



## Case Study: Doodle Den Programme

This case study describes Pam (mother) and John's (son) experience of taking part in the Doodle Den programme. Doodle Den is an intensive after school literacy programme for children in senior infants. Children take part in a range of activities that support the development of their literacy skills.

John talks about participating in activities that involve active learning of literacy skills:

*"We paint and do stuff like play, we do centres and play computers."*

Pam describes how John's literacy skills have improved:

*"Before John started Doodle Den, he couldn't really write, it was hard for him to focus on words and sounds, but now he can pick a book up and read me a story, so it's absolutely brilliant. I am over the moon with his progress."*

Engaging children in reading activities to foster a love of books is a key aspect of Doodle Den. According to John:

*"Room and the Broom' is my favorite book. The witch lost her wand and her broom and the dragon is going to eat her, along with the frog with the bird in the muck."*

Doodle Den assists children to improve their writing skills. Children are supported to develop their technical writing skills, such as spaces between words. In addition, children's imagination is encouraged. John says:

*"The best story I did was about a zombie. In the car there was a zombie going to eat me and I burst my way out. I drew a picture of fire coming out of the engine."*

Doodle Den aids the home learning environment by working with parents and children. Children are supported to try out literacy activities at home. Additionally, parents attend sessions where they discuss and try out different activities that they could do with their children at home. Pam notes:

*"No matter what he brings home, he is really eager to work with it and see the outcome of it. Even making up words on the fridge with the fridge magnets and I think the little tricks that you would give us like the shopping list trick was very helpful."*

Pam observes how much her son appreciates her attending the Doodle Den family sessions, where parents and children participate in literacy activities together:

*"Because I have four others kids too, and I wouldn't have much time individually for them, but he never stopped thanking me for coming in doing it with him and I think I is very important to have days like that."*

During one of the parent sessions, Pam made a storysack for John on the Gruffalo book:

*"Sometimes he would pick up the guffalos bag and say "you know what, mam that is the best. That was a brill idea whoever came up with that."*

Pam notices that John is now more interested in getting involved when she is reading stories:

*"Before Doodle Den I would read to all the kids together and John was off playing in boxes with no interest in it. But now he wants to tell you the next part of it and he loves his stories now."*

## Mate Tricks Pro-social Behaviour Programme

### Overview:

The Mate-Tricks programme continued to consolidate and develop in 2010. It supports children to develop their pro-social behaviour through a range of activities that develop skills such as perspective taking and problem solving. The programme also includes parent and family sessions to support children transferring the use of Mate-Tricks skills to their home environment. The programme uniquely combines elements of two evidenced-based programmes, namely Dr. John Lochman's Coping Power Programme and the Strengthening Families Programme (SFP) by Dr. Karol Kumpfer, drawing on those elements of each which best meet the identified needs of the target group.

The second year of delivery of the Mate-Tricks programme was completed in June 2010, with 95 children receiving places in the programme. In addition, a further 95 children received a Summer Programme in June 2010. The third year of the programme commenced in September 2010 with 97 children receiving places. Mate-Tricks groups are delivered in community centres and schools by Tallaght Youth Service.

Anecdotal feedback from principals, teachers and parents highlighted that children attending the programme displayed improvements in their confidence, communication skills, ability to regulate emotions and problem solving. Facilitators noted numerous positive developments in children's social skills during the course of programme delivery.

Year two of programme delivery was characterised by a greater understanding of programme components amongst facilitators and how to implement the programme to a high quality with fidelity. CDI and the Youth Service continue to work collaboratively providing a mechanism to ensure that all aspects of the programme were delivered and implementation issues were addressed in a timely fashion. The monthly Communities of Practice (CoP) continued to provide a space for facilitators to discuss, reflect on and address

implementation and practice challenges. The CoP's have matured into a productive and dynamic learning space. Reflective practice has been integrated into the programme with facilitators' weekly use of tools supporting quality and fidelity, as well as linking to planning to ensure all learning is capture and utilised.

Feedback from the CDI team, managers, facilitators, parents, children, teachers, and principals continues to be utilised to shape programme implementation within the context of programme fidelity. Linkages with schools were extended with teachers taking part in goal setting in the second term of programme delivery. Teachers set specific behaviour goals for students participating in Mate-Tricks and complete goal sheets daily.

Finalising the Mate-Tricks Manual was a significant achievement for 2010. The completion of the Mate-Tricks manual was delayed due to external factors. The manual consists of a literature review, logic model, details of the programme components, methodologies, input required and evaluation details.

Developing a panel of Mate-Tricks Trainers is vital to the long term sustainability of the programme. The Train the Trainer process continued in 2010 with the programme authors of Coping Power and Strengthening Families, (the original foundation programmes), providing training and reviewing training delivered by trainees. The programme fidelity has been strengthened with the development of expertise in all programme elements as part of the Train the Trainer Process.



## Strategic Objectives:

- Improved social skills amongst participating children;
- Improved skills in and enjoyment of parenting;
- Enhanced parent-child relationship;
- Reduced bullying in the schools;
- Enhanced relationships between the child and his/her family and peers, for example through enabling parents to have an improved understanding of social skills and their importance.

## Business Plan Implementation:

The following targets, outlined in the 2010 Business Plan, were achieved during the course of the year:

- 97 children and their parents received the Mate-Tricks Programme during the academic year 2009-2010;
- 84 children in the control group received a CDI funded Summer Programme in July 2010;
- 203 referrals were collected from school teachers, parents and agencies and randomly allocated to either the Mate-Tricks Afterschool Programme or the CDI Summer Programme for Year Two (i.e. academic year 2010-2011);
- Mate-Tricks Manual was finalised, printed and distributed to facilitators;
- Communities of Practice (CoP) continued to develop and became a useful space to support programme implementation;
- The finalising of a reflective tool to support quality and fidelity, which facilitators use weekly;
- Baseline data and post intervention data was collected for Doodle Den;
- Three facilitators continued the process of becoming Coping Power Trainers;
- Five facilitators continued the process of becoming Strengthening Families trainers;
- Booster training sessions provided Strengthening Families Programme (SFP) elements to enhance quality of delivery;
- Commencement of the development of the Mate-Tricks training pack;
- All targets for 2010 identified in the Business Plan were progressed during the year.

## Key Learning:

- Developing mechanisms to support reflection requires persistence coupled with flexibility;
- Programme fidelity can be maintained by ongoing training, CoP's and facilitator motivation;
- Ongoing support is needed to ensure manual fidelity;
- Creating a Train the Trainer Process for a new programme.



## Action Plan 2011:

- Delivery of all programme components to Cohort Three (2010-2011)
- Delivery of Summer Programme to 100 children;
- Support programme quality through ongoing training, CoP's and facilitator self monitoring;
- Completion of first Train the Trainer Process;
- Commencement of second Train the Trainer Process;
- Finalise the Mate-Tricks training pack;
- Develop an audit mechanism for monitoring fidelity;
- Agree a mechanism for integrating Mate-Tricks into the ongoing work of Tallaght Youth Service.



## Mate-Tricks Evaluation:

The evaluation of the CDI Mate-Tricks programme is being conducted by the QUB Centre for Effective Education. A randomised control trial is being used to evaluate this programme. There is also a process element to the service evaluation. This is a very similar methodology to that of Doodle Den where child post assessments are being undertaken. While post assessments were scheduled to take place on school campus, this is not feasible for children in the Jobstown area and therefore, these assessments were organised directly with parents and the service manager. The evaluation team conducted a short 'client satisfaction' survey with children participating in the programme. A number of follow up interviews were undertaken with facilitators as part of the process evaluation.



## Achievements:

- First interim report signed off by the CDI Board;
- Completion of mid-phase and post assessments with Cohort Two;
- Evaluation team presented at CDI's 'Story So Far' event in (September 2010).

## Evaluation Targets:

- CDI Board to signs off on the second interim report;
- Final wave of data collection to be completed from May – July 2011;
- Write up and delivery of the final interim report by end of October 2011;
- Dissemination of findings in late 2011 and early 2012.



## Case Study: Mate-Tricks Programme



This case study describes Mum Jane and son Kieran's experience of taking part in the Mate-Tricks Programme. Mate-Tricks is delivered in a group setting with the child taking part in interactive activities to support their learning.

Kieran describes how he learns during Mate-Tricks sessions: *"we do role plays, games and putting things into our scrapbooks."*

Jane feels that her son Kieran has learnt a great deal from being in Mate-Tricks:

*"He has learned loads of different tactics to deal with certain situations, such as bullying and making new friends. He is able to deal with his anger more effectively; taking a step back and calm himself down."*

Mate-Tricks aims to support children to deal with everyday situations by teaching skills that can be used at home, in school and in the community. Kieran highlights how Mate-Tricks skills are useful:-

*"We have a PICC model to help us solve problems and we use coping statements to help us manage our feelings."*

Kieran and his mother Jane feel that being involved in Mate-Tricks has benefited them both. Jane is very passionate about how useful the programme is:

*"The changes I see in Kieran are so positive, it's fantastic. I can't believe such a service is available completely free of charge. I talk about it with everyone and tell them every child should have the opportunity to go to it."*

When Kieran was asked what he likes about Mate-Tricks he says *"I make more friends."*

The Mate-Tricks programme focuses on supporting children to practice new skills at home and in school. Kieran talks about learning about new things and getting recognised for the work he is doing:

*"I like learning about new things and it is good that we have a chance to achieve rewards."*

The Mate-Tricks programme includes a parent component, which involves parents attending parent sessions six times a year. The parent sessions inform parents about what their children are learning and ways that they can support their child at home. Jane feels that parent sessions are helpful in keeping parents up to date:-

*"Very good to find out what they are doing in the programme. It's nice then to put into action at home what they are doing in the programme. We do the 'Our Time activity' where we spend time together and have great fun coming up with new things for him to do. He now understands that family time is a reward."*

Parents and children attend family sessions together once a term and take part in Mate-Tricks activities. Kieran says:

*"It's good to have family sessions so my mam knows what we are doing. I like being with my mam and talking about things that we do in Mate-tricks and other things."*

## Healthy Schools Programme



### Overview:

2010 saw the further development of the Healthy Schools Programme (HSP), which operates in five primary schools in Tallaght West. The aim of the HSP is to support and develop an integrated health promotion approach and to improve access to and uptake of health care services/professionals. Working collaboratively with the Home School Community Liaison Co-ordinator and the School Completion Co-ordinator the HSP works towards a whole school approach to achieve the seven outcomes laid out in the healthy schools manual. The two Healthy Schools' Coordinators (HSCs) developed a comprehensive programme of activities based on identified school priorities and in agreement with their respective Principals and the Healthy Schools Steering Committee. While 2009 presented challenges in integrating specific activities initially, 2010 reaped the rewards of the hard work and effort put in by the Coordinators. Physical activities continued, such as Cardio Kids, skipping, 'walk to school week' and golf lessons, to name but a few.

### Needs Assessment:

In order to determine each school's individual needs, and therefore shape the work, a 'Needs Assessment' was undertaken. This involved teachers, parents, children and health personnel in the area, and was completed in early 2010. The results of this helped inform the plans for both Coordinators. To strengthen the plans, two seminars were held, one in March and one in June. The first seminar offered the Steering Committee an opportunity to get feedback from the Evaluation Team on baseline findings, along with an input from the Welsh Network of Healthy Schools Schemes – a model of good practice, and from John Lahiff, the author of the HSP Manual. The focus of the second seminar in June presented the baseline evaluation findings to all of the teachers in the five schools. Over 75 teachers attended this lunchtime seminar. Both seminars received very positive feedback on how schools in Tallaght are doing, along with a focus for the programme for the year ahead.

### Staff turnover:

2010 was a year for staff changes. Siobhan Gaffney – the Cnoc Mhuire Campus HSC - finished up in September. Following a national recruitment campaign, Abigail Carrick took up the post in November 2010, and has been seen busily running around the campus, getting stuck into the job! Sinead O' Mahony (Speech and Language Therapist) moved to an HSE post in September, and in October Michelle Quinn took over the gauntlet in impressive fashion!

### Speech and Language Therapy:

The Speech and Language Therapy service continued in the schools, and has had a very positive impact on children, families and schools. With the increasing case loads of both the CDI Early Years programme and the HSP, the part-time role became a full time position in September 2010. This also enabled the delivery of training and supports to Early Years and teaching staff. Over twenty children received assessments and therapy on site in schools in a timely fashion. The provision of parent education supports families to understand and develop their child's Speech and Language development. Whilst training of teachers enables and equips them to understand early language development, detect issues and make appropriate referrals, and in turn, support and develop language development.

### 'Our Health is our Wealth':

This event was held in the Sacred Heart Schools Campus on the 16th December 2010 and proved to be a huge success. This is attributed to both the Coordinator's motivation and the enthusiasm of the parents. The aim of the day was to support both school and community to develop a more integrated approach to children's health, through better nutrition, dental care and an awareness of health services and agencies in the area. Over 400 children and families attended, and the school was alive with the sound of children, families and health services chatting together and making very important links.

### **Role Support and Relationships:**

CDI continues to closely support the Coordinators in their role, which has had a positive impact on the programme, with regular one-to-one meetings with Principals, which has enabled the integration of the programme within the school. Strong relationships and links have been developed with the HSE, especially with the Health Promotion Unit, Community Team Leader and Dietician. These links have supported the development and progress of the Healthy Schools Programme.

In order to further understand how health services work, speakers attended the Steering Committee meeting, to explain their service, how to refer to it, what happens when a referral is received, etc. A representative from Lucena, Primary Care Team and Mid Leinster HSE Health Promotion Team were among the speakers attending the Steering Committee meetings.

### **Governance:**

The Steering Committee met five times over the year, which has been a support to implementing and delivering the programme in the schools. There was some turnover of members on the Steering Committee, with Principals returning from leave and one retiring, and the addition of new members. Members of the Steering Committee are:

- Chris Meehan (Principal, Cnoc Mhuire Junior School)
- Robert O' Leary (Principal, Croi Ro Naofa Senior)
- Terri O' Shea (Acting Principal, Cnoc Mhuire Senior),
- Maire Budhlaeir (Acting Principal, Scoil Chaitlin Maude)
- Orla Hanahoe (Principal, Cnoc Mhuire Senior)
- Bairbre Ni Ghioll (Principal, Scoil Chaitlin Maude)
- Mary Molloy (Principal, Chroi Ro Naofa Junior)
- Martin Morris (Principal, Chroi Ro Naofa Junior)
- Caitriona Boyle (HSCL, Sacred Heart School),
- Laura Seery (HSCL, Scoil Chaitlin Maude)
- Pauline O' Hanlon (HSCL Representative)
- Barbara Goldsmith (ADPHN, HSE),
- Kevin Webster (Community Team Leader, HSE)
- Caroline Peppard (Health Promotion Unit, HSE)
- Maria Finn (Social Inclusion, SDCC)



### **Masters in Education:**

In 2010, CDI approached the Education Department of NUI to develop and provide a dedicated taught Masters' in Education for teachers in primary schools in Tallaght West, as part of the CDI Healthy Schools Programme. The aim of the Masters is to enhance participants' ability to be reflective about their own practice, to deepen their critical and analytical thinking about the causes of educational disadvantage and inequality and to develop innovative, creative and strategic responses to these problems. Due to an initial low uptake of places commencement of the Masters was deferred until early 2011. In order to ensure a sufficient number of applications, the Masters programme was opened to all primary, secondary schools in Tallaght West, as well as other educational facilities.

### **Strategic Objectives:**

- Children have access to basic health care;
- Children are aware of basic safety, fitness and health care needs;
- Children eat healthily;
- Children feel good about themselves;
- Parents are involved in their children's health;
- Children demonstrate age appropriate physical development;
- Children are physically fit.

## Issues Arising:

- Developing mechanisms to identify and meet the changing needs of the children and their families needs careful engagement with all key stakeholders at each phase of the process;
- For various reasons, tracking of referrals remains a challenge. As a result, in most schools Care Teams were established, with relevant personnel. This ensures that all referrals are held in one central place and reviewed on a regular basis.



## Key Learning:

- Understanding and implementing a 'whole school approach' requires careful planning, management and consultation. Undertaking the 'needs assessment' supported this process;
- Putting 'a face to the name' helps clarify issues and address questions/concerns.

## Business Plan Implementation:

The following targets, outlined in the 2009 Business Plan, were achieved during the course of the year:

- Needs assessment completed;
- Development of the programme in each of the five schools;
- Expansion of health promoting activities and initiatives within the schools;
- CDI now providing direct supervision to the HSC;
- A representative from Lucena, the HSE Primary Care Team and Mid-Leinster HSE Health Promotion Team attended the Steering Committee meeting and gave an overview of their service and how to access it;
- Strong links made with the GAA and FAI, with activities delivered in the school.

In addition, the following describes those targets for 2010 which were not progressed or completed during the year:

- Tracking of referrals remains complex, but this continues to be on the agenda;
- Establishing a protocol which allows sharing of information regarding appointments with services, is a very complex process, with varying agreements in place with different services. This requires further consideration.

## Action Plan 2011:

- Continued implementation of action plans;
- Develop strategic thinking in advance of contracts ending in August 2011;
- CDI will continue to provide support and supervision directly to HSCs;
- Continuation of the SLT service, to include teacher training;
- Evaluation team will be supported in accessing necessary information for the evaluation process.

## Healthy Schools Evaluation:

The evaluation of the CDI Healthy Schools Programme is being conducted by Trinity College Dublin, in collaboration with NUI Maynooth. A quasi-experiment, or comparison school design, is being used to evaluate this programme. There is also a process element to the service evaluation. A total of 554 children (436 from the intervention schools) participated in 12-month follow up assessments over a two month period across all five intervention schools and two comparison schools. Parents of children in Senior Infants and 1<sup>st</sup> classes participated in follow up phone interviews since this group of children was too young to complete assessments last year. All parents also had an opportunity to share their thoughts and feelings in relation to their own health and wellbeing. This provided the evaluation team with a rich tapestry of data to analyse and draw conclusions from. The next stages involved interviewing the Healthy School Coordinators and their supervisors, and the School Principals in the intervention schools. The evaluation team also presented some of the key findings from the first analysis of data to teachers and other key stakeholders at a seminar in June 2010.

### Achievements:

- First interim report signed off by the CDI Board;
- Completion of mid-phase and post assessments with Cohort 2;
- Access to immunisation and dental statistics;
- Attended summer school on Health Promoting Schools;
- Evaluation team presented at CDI 'Story So Far' event, (September 2010).

### Evaluation Targets:

- CDI Board signs off on the second interim report;
- Final wave of data collection to be completed from May – July 2011;
- Write up and delivery of final interim report by end of September 2011;
- Dissemination of findings late 2011 into 2012.



*Healthy Schools Gardening project*

## Case Study: Healthy Schools Programme

In order to give a flavour of the whole school approach, interagency collaboration and parental involvement which underpin the Healthy Schools' Programme, Anca (HSC) from Croi Ro Naofa gives an account of an event called the 'Healthy School Open Day'.

The healthy schools open day took place on Tuesday, 14<sup>th</sup> of December 2010, for children and parents from Croi Ro Naofa Junior and Senior Schools. The idea of the day was to build connections and relationships between agencies, families and schools. So I got together some parents and the planning began. The hard working parents involved were, Denise and Carl Sheridan, Shirley Ann Ellis, Barbara Holt, Vera Vaughn, Ann Marie Doyle, Joanne Murphy, Nora Maguire, Nicola Hayes, Joanne Ellis, Claire O'Hara and Sharon Collins.

We got in touch with agencies and had a great response and interest in being part of the event. In order for families to get to know the agencies, we decided to have stands with agencies advertising their service. On entering the hall, families were given a card with all the agencies names on it, and when they visited the stand, they received a stamp. Once the card was fully stamped the children received a prize. The following made up the stands and activities involved on the day: **Carolyn Brennan - Public Health Nurse, Sheila Collins - Dental Nurse, Michelle Quinn - CDI Speech and Language Therapy, Caroline Peppard - HSE Health Promotion Department, Vivion Powney - Glanmore Foods Company, Patrice O'Reilly, Killinarden Primary Care Team, and Rachel O'Connell from Tallaght Basketball Club.** Families received information about local health services and took part in the quizzes organised at each stand.

In order to promote healthy eating and physical activity, some for the parents agreed to make healthy smoothies ("Scrummy Delicious", "Mysterious Monkey" and "Tropical Tree") and to get children skipping over rope jumps.

The afternoon was a huge success with 400 children and 150 parents taking part and enjoying visiting all the stands. A big thank you to the Principals, HSCLs, SNA's, all school staff and our stands' representatives for their wonderful support and commitment. Thanks to all who came and enjoyed the day!

Here are some testimonies from parents, teaching staff, agencies and children:

"Firstly, what a great day we all had - both adults and children! As the healthy school lunch provider to both schools we were delighted to be a part of what was a very special day. I felt it was great day for the children and their parents to get involved in the concept of healthy eating, together. For our part, the blind fruit tasting for the children was a great success, it was both fun and educational. I saw happy smiling faces, both adults and children, and it was well worthwhile." **Vivion Powney**, Business Development Manager, Glanmore Foods Ltd.

"The Healthy School Open day was a complete success! The attendance was great, the children enjoyed it and the parents benefited from it by gaining information about many services in the area. It was organised very well, with games, prizes, refreshments and most importantly information about local services. The involvement of the parents was a great boost to them and their confidence as it reinforced how important their roles are in school and community life. We hope to be able to recreate this Open Day next year as it was so well received and the feedback from the community was so positive." **Olivia Vaughan**, Home School Liaison Co-ordinator, SNS

"Anca did a fantastic job organising the day. It was a great day all in all. I'm one of the parents from Sacred Heart Senior School who supported with organising the day. The children had a ball interacting with their parents and guests. Hopefully this will be organised again next year." (Parent).

"Ms. Anca and the parents organised an Open Healthy School Day. All of the students got their parents to come to this open day in Sacred Heart Junior and Senior Schools. It was really fun for everybody to talk to other people and to interact with their parents. On the day we had Glanmore Foods, basketball shots; we had to skip at the long rope, and enjoyed lovely smoothies. We also visited the public health nurse, speech therapy and dental nurse stands. After visiting every stand we got a stamp and if we got all the stamps we won a prize. I really enjoyed the day. My Mam helped out and some of the other parents too. Thank you Anca and parents!" (6<sup>th</sup> class pupil)

## Community Safety Initiative

### Overview:

The Community Safety Initiative, (CSI) is currently working in two areas, Jobstown and Brookview. The purpose is to change perceptions of safety in the area by developing and implementing a Community Safety Agreement.

A number of community events were held on the two pilot sites which supported community spirit, and enhanced relationships within the community, as well as building relationships between the community, Community Gardaí and South Dublin County Council. Sub groups were established to address the issues in the CSI Consultation Report, e.g. which specifically identified young people and environmental aspects as being of concern.



The Young People's Working Group has been established utilising the existing Youth Forum facilitated by Tallaght Youth Service, and CDI have linked with the RAPID environmental group and are working closely with them to address environmental issues e.g. graffiti, rubbish etc; The Community Forum has brought the focus back to pilot sites, while other members are linked in through CSI and Restorative Practice.

The web texting service continues to progress as service provider's use it to inform the community of events and services as well as to consult with the community around different issues. The CSI Manual was not completed in 2010 due to staff time restrictions. Also, given that this is a process driven intervention a manualised approach is a very complex process to complete.

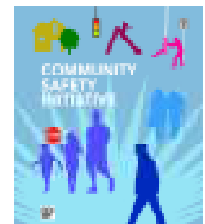
A volley ball league was held twice during the year and helped greatly with community collaboration. It enabled a deep bonding to take place between residents and service providers in a fun setting. This supported community people to work with service providers and gave a deeper understanding of roles and responsibilities, and resource demands.

The Community Agreement raised many issues such as its content, how can it be monitored and what methods could be used to hold people accountable. For this reason we introduced restorative practices to Tallaght West, which is a simple method of resolving issues as well as having the capacity to build and repair damaged relationships. Restorative practices were identified as an appropriate approach in developing the Community Agreement.

Tallaght was introduced to Restorative Practice through a seminar held in May, where Mark Finnis from Hull visited and facilitated a number of sessions with Senior Management, frontline service providers and residents. It has been very positively received and training is being delivered monthly. The training commenced in July and by December, 137 people had been trained. This includes three schools, with their entire staff having received phase one of the training: St Mark's, Cnoc Mhuire and Chaitlin Maude.

### Strategic Objectives:

- Improved safety and pro-social behaviour across Tallaght West;
- Improved community awareness and participation in local activities and services;
- Wide community engagement in maintaining a safe environment.





## Issues Arising:

- Working to develop relationships and trust is a very slow and time consuming process;
- It can be difficult to prioritise activities and tasks, and maintain processes;
- Recession has had a big impact on how the community engages, as they have other priorities which take precedence.

## Key Learning:

- Encouraging and enabling residents to participate is proving to be very difficult in the current economic climate, as the focus is on finding work and making ends meet;
- Speaking about the Community Agreement long before it is close to fruition has proven to be a problem. Residents have lost momentum and are now doubting the possibility of implementing a pilot site.

## Business Plan Implementation:

During 2010 the following actions from the Business Plan were progressed:

- The 'Good Behaviour Awards' were promoted within Tallaght West
- Relationships continue to build between the community and service providers through local events
- Training opportunities for residents and service providers were offered and accessed.

## Action Plan 2011:

- Identify two more pilot sites in Killinarden and Fettercairn;
- Build on Children's Awards programme and utilise them as a way of engaging parents in community activity;
- Continue to roll out restorative practice training, including a Training the Trainers programme;
- Support RP by monthly COP's;
- Develop and implement a community agreement within the pilot areas;
- Complete the CSI manual;
- Steering Committee to agree a work-plan for 2011.

## Targets:

- Review of structures (CSI Steering Committee, CSI Youth Working Group, CSI Community Forum);
- CSI pilot site events and activities;
- Two new pilot sites to be established;
- Community Safety Agreements to be developed and implemented on 4 pilot sites;
- Community Engagement (Children's Awards, volley ball tournament);
- Restorative Practice Training Programme;
- Representation at CSI Committee.

## CSI Evaluation:

- The CSI/ S&HP evaluations continued to develop in tandem with the roll out of the initiatives. The evaluation team (Child & Family Research Centre, National University of Ireland, Galway) was extremely busy in the first quarter of 2010, conducting interviews, attending meetings and examining relevant documents. Findings from the first interim report were presented to the CSI Steering Committee in June 2010 with the purpose of informing the CSI's plan of action. Some of the learning reported from the CSI was also of benefit to the implementation of the S&HP. The evaluation team worked on a methodological plan for the next phase of the evaluation which examines the activities and processes involved in achieving the target outcomes. CDI is delighted to announce that the evaluation team has been accepted to present on the CSI at the "Education as a Catalyst for Regeneration" conference which took place at the University of Limerick on the 4th of June.

## Evaluation Achievements:

- First interim report signed off by the CDI Board;
- Data collection completed in 2010 with the additional implementation of a safety survey on two pilot sites;
- Presentation of findings to the CSI Steering Committee;
- Evaluation team presented at 'Education as a Catalyst for Regeneration' conference in Limerick in June 2010 as well as at CDI's 'Story So Far' event (September 2010).

## Evaluation Targets 2011:

- CDI Board signs off on second interim report;
- Final wave of data collection to be completed from May – July 2011;
- Write up and delivery of final interim report by end of September 2011;
- Dissemination of findings late 2011 into 2012.

## Case Study: Community Safety Initiative

Susan Carey moved to Jobstown in Tallaght West 14 years ago. It took Susan a few years to settle in, but she has grown to love her community, feeling the area offers huge possibilities. Local schools are now offering courses that are relevant to her and she has everything around her that she needs.

She loves waking up to the view of the mountains each day which makes her feel lucky to be here. She is saddened by the fact that so few people in her area get involved with the community but acknowledges that through her participation with the Community Safety Initiative (CSI) she has made many little steps towards changing how people view the area.

Susan dislikes how the area transforms in the darkness as it no longer feels secure. She is nervous when her own children are out and plagues them with phone calls to ensure they are safe:

*"This community looks very different at night, gangs around shops, drug dealing, litter and empty houses look scary in the dark"*

Susan recognises the benefits in being involved with the CSI, stating that she is more part of the community, now knows her neighbours, and is making small but worthwhile differences in her community. Susan also feels she knows a lot more about services and service provision in the area.

*"I used to dread going down to the council or the Gardaí, I felt they were UP there somewhere. I was so intimidated. I now know they are people and they are approachable. I have a much better idea about where to go now to deal with issues. I want this community to be safe, clean and drug free. I do not want to be afraid to let my children out and to have a sense of community spirit like we used to. I have received restorative practice training from CDI which helps me in my home and community. I also know neighbours I did not know before CDI came on my street. I work in a local school which I love and feel this community has loads to offer."* Susan Carey

## A Safe and Healthy Place for Children and Families

### Overview:

The Safe and Healthy Place initiative is based on identified local need and the CDI strategy and has the following objectives:

- To identify current needs in MacUilliam estate and coordinate appropriate responses;
- To establish and promote effective inter agency communication within the area, ensuring an integrated, child friendly planning process;
- To review the planning process to date in MacUilliam and identify key learning, in terms of policy and integrated planning;
- To consider best practice in other South Dublin County Council (SDCC) locations and more widely; and
- To ensure that planning and service delivery is child and family proofed.

It is intended that the Safe and Healthy Place initiative will improve the neighbourhood and physical environment of Tallaght West and demonstrate how integration between key stakeholders can have a positive impact within the community and produce better outcomes for children living in an urban environment. If successful, this could be a model that other local authorities in Ireland may wish to adopt.

The work of the Safe and Healthy Place Committee took a major step forward early in 2010 with the completion and publication of the MacUilliam Needs Assessment report in March. This was a piece of research which asked local residents to identify their priority needs in terms of services and facilities in the area.

The Committee immediately began to work on responding to the needs identified. The priorities for the community of MacUilliam were concerned with safety and environmental issues, local supports for families, and facilities for children and young people

Tallaght Youth Service (TYS) began their work in the area by running a "World Cup" soccer league which attracted a large number of local children and afforded YYS the opportunity to recruit adult volunteers in the area. A total of 14 local volunteers undertook Youth Work training with YYS and went on to set up a number of local Youth Clubs, which were well attended by children aged 12 to 16 years. In the meantime, South Dublin County Council (SDCC) was working away on developing its plans for a Multi-Use Gaming Area (MUGA) and landscaping works in the estate. SDCC began works before the end of the year and residents are looking forward to using the MUGA and improved green areas and roads in 2011.

The Gardaí and SDCC also established a fortnightly clinic at the Barnardos service in MacUilliam where residents can get assistance with maintenance and security issues and have forms (e.g. passport applications) filled in by the Gardaí. The Residents Associations worked to organise a number of clean-ups and succeeded in having the Mobile Library service extended to the area. Barnardos continue to assist by making their premises available to groups and overall 2010 saw considerable progress in getting services and facilities identified in the Needs Assessment into place.

### Strategic Objectives:

- Provision of support to MacUilliam Residents Associations;
- Consideration of best practice in planning for child- and family-friendly communities;
- Provision of youth work programme;
- Development of playground and pedestrian crossing at MacUilliam;
- Organisation a Community Celebration in conjunction with opening of playground;
- Provision of English language classes;
- Development of a local directory of services;
- Development of a community integration strategy and events; and
- Environmental education programme for young people.

## Issues Arising

- Dwindling budgets make it difficult to get new work done;
- The slow pace of developments makes it difficult to maintain residents enthusiasm for voluntary work; and
- Delays in finalising legal arrangements for the management of Oaklee Housing Association accommodation are causing security and maintenance issues for the residents.

## Action Plan 2011:

- A Local Action Plan will be in place and implemented;
- Post tenancy supports will have been identified and put in place for residents of MacUilliam;
- Principles of best practice in planning will have been identified, documented and disseminated;
- We will provide Committee Skills training for MacUilliam Residents;
- We will provide Cultural Diversity training for residents and local service providers;
- We will hold a good practice seminar on Urban Planning;
- We will build relationships between the community and service providers through local events;
- We will identify a Community Safety Initiative pilot site within MacUilliam; and
- We will develop and implement a community safety agreement on the MacUilliam pilot site.

## Achievements:

- Tallaght Youth Service worked with local volunteers to establish a number of clubs for children aged 12 to 16 years;
- South Dublin County Council began work on landscaping public areas and the installation of a Multi Use Gaming Area;
- A support and advice clinic which is available twice a month from Barnardos was established by the Council and Gardaí; and
- A Mobile Library Service began operating on a weekly basis in the estate.

## Key Learning:

- Residents and service providers working together produces positive results for communities; and
- Responding to urgent needs meant that the Committee did not have the time to consider issues of best practice and how to influence policy longer-term.

## Business Plan Implementation:

The following actions from the 2010 Business Plan were progressed during the year:

- The Mac Uilliam Needs Assessment was completed and analysed;
- An action plan was agreed;
- Some post tenancy supports were identified and put in place for residents of Mac Uilliam; and
- Cultural diversity training was provided for residents and staff of services working in MacUilliam.



## CSI and SHP Evaluation:

The CSI/ S&HP evaluations continued to develop in tandem with the roll out of the initiatives which made for some very interesting learning along the way! The evaluation team (John Reddy, Dr. Noreen Kearns and Dr. John Canavan from NUI Galway) was extremely busy in the first quarter of 2010 conducting interviews with key stakeholders, attending meetings and examining relevant documents. Findings from the first interim report were presented to the CSI Steering Committee in June with the purpose of informing the CSI's plan of action.

The first interim evaluation report covered the period from the beginning of October 2008 to the end of August 2009 and included the following findings:

- Safety is a major concern for people living in Tallaght West;
- The CSI shows early signs of both inter-agency collaboration between stakeholders and community-building;
- The importance of clear roles and responsibilities, an agreed action plan, and full representation at Steering Committee level from an early stage were highlighted; and
- The pilot site approach was good for building support for the goals of the CSI.

## Case History:

Emmanuel Anifowose moved to Tallaght two years ago when he became a resident of Oaklee Housing Trust in MacUilliam Estate. Emmanuel says he is "happy living in the area" and is an active member of his community.

Over the past couple of years, Emmanuel has undertaken training provided by CDI in restorative practices and cultural competency and has trained with Tallaght Youth Service as a Voluntary Youth Leader. He says "I have benefited from the training programmes of CDI and have applied my new skills to the voluntary works that I do in the community." When asked about his voluntary work for his community he explains that "I am currently working with the MacUilliam Youth Club, as a volunteer of Foróige, through the Tallaght Youth Service. I also work with the community as the Secretary (of one arm) of the residents association."

Emmanuel explains his willingness and enthusiasm for working on behalf of his community by saying "This is an avenue for me to break my cycle of isolation, include myself in the process of social change at the grassroot level, and influence people without being judgmental."

CDI were delighted to welcome such an active and committed community activist as a member of our Safe and Healthy Place Committee, which he joined during 2010 in order to contribute resident's views to the work of the Committee.



## Quality Enhancement Programme

### Overview:

The Quality Enhancement Programme (QEP) offers service providers in Tallaght West opportunities to access training and networking through a range of methods, including the lunchtime seminar programme of events. Service providers identify the themes and in some cases deliver inputs to the broad range of disciplines attending the seminars.

The seminars have created a forum for the stimulation of discussions on common inter-agency objectives and issues. A number of key themes have been identified, which will be addressed in further inter-agency training and development opportunities.

The QEP has also provided targeted training and comprehensive supports. These programmes are being attended by both members of the community and service providers, and all aim to increase capacity, skill, motivation and inter-agency collaboration across the many sectors working with and interested in, children and families in Tallaght West.

### Strategic Objectives:

- Achieve integrated services for children and families;
- Enhance quality through an assessment and training programme for early years and after-school practitioners;
- Develop and enhance service provision through quality supports;
- Coordinating existing services for children and families;
- Support and train all providers working with children and families in the community of Tallaght West.

### Key Learning:

- CDI have introduced a fee system in which participants undertaking training pay a refundable deposit at the beginning of the training. This has proved very successful in ensuring commitment for the full duration of the training;
- Using feedback sheets from each seminar allowed both CDI and the facilitators to gain valuable insights into attendees expectations;
- Facilitators focus at seminars needs to be on how to present more practical examples of how the information delivered can be used by the attendees;
- Ongoing work is needed to ensure attendance and participation at CDI events, more direct contact with service providers would ensure a building up of contact and a more relevant content for seminar;
- Release of Early Years teachers and front-line staff to attend seminars is problematic;
- For seminars to have maximum impact for participants, presenters need to be able to illustrate their experience and learning with practical examples and “take home” tips.

### Síolta:

Síolta got into full swing in 2010. Kathleen Tuite (Regional Support Worker/Síolta Co-ordinator, NCNA) made good connections with early year's services and engaged primary schools in discussions about implementing Síolta. Given that this is a new process, there is a certain element of 'learning as you go'. Eleven early year's services and one primary school engaged with the Síolta process. Not all services were in a position to undertake the full 16 standards, and so are implementing at level two, which is standard by standard.

The process involves carrying out a base-line assessment of where the service is currently at, devising action plans to meet the standards and then evidencing that they have met the standard. Therefore, there is a lot of work involved in completing one standard. Feedback from services has been mixed, with services noting the following:

- It is a very time consuming, slow process;
- It links in well with the HighScope approach;
- The approach requires services to reflect on their practice and learning environment.

Kathleen has noted that services vary in their understanding of the process, but with effective support can implement the practices of Síolta.

The Early Years Education Policy Unit (EYEPU) is developing the validation process, and hope to evaluate the process in due course.

## Business Plan Implementation:

The following targets, outlined in the 2010 Business Plan, were achieved during the course of the year:

### Lunchtime Seminars:

- **'Early Childhood Development'** Input by Sarah Mc Cabe (HSE).
- **'The Developmental Needs of Primary School aged Children'** Input by Sarah Mc Cabe (HSE)
- **'The Adolescent Years'** Input by Maurice Devlin (NUI Maynooth)
- **'Safeguarding and Information Sharing: The Legislation Context and Tips for getting it Right'**. Input by Superintendent Pat Burke from the Garda Vetting Unit
- **'Top Tips for Promoting Language Development'** Input by Jennifer Grundilis, Senior Speech and Language Therapist.
- **'Attachment Theory, and How to Promote It'** Input by Sheila Hayes.

### Seminars:

- **'Child and Adolescent Mental Health: Theory, Practice & Policy'**. Input by Dr. Sarah Buckley (Consultant Child and Adolescent Psychiatrist, St. Patrick's Hospital and co-author of "Mental Health in Children & Adolescents – A Guide for Teachers"); Dr. Tony Bates (Clinical Psychologist and founding Director of Headstrong – The National Centre for Youth Mental Health in Ireland); and Aleisha Clarke (Health Promotion Research Centre).

- **'Images of Reggio Emilia'** CDI, SDCCC and NCNA presented.
- **'Promoting Quality Services: The Theory, Practice and Lessons for Tallaght West.'** Input by Aileen Murphy, Grainne Smith (CDI, Quality Specialist), Marguerite Hanratty, (CDI's Quality Services Officer), Ger French (Early Years Specialist) and Siobhan O'Brien (Youthreach Quality Frameworks).
- **'Know Your Justice System'**, Input by Tom O' Riordan (Local Garda Station), Majella Hickey (The Probation Service) and Graham Doyle (Garda Ombudsman Office).
- **'CDI Healthy Schools Programme Seminar'**, Input by Trinity College Evaluation Team.

### Training:

The following training took place in 2010:

- **Advanced Group Facilitation Training:** 19 participants;
- **Community Coaching Certificate:** 47 graduated;
- **Community Coaching Diploma:** 23 participants will graduate in February 2011;
- **Governance training: specifically for the early years sector,** 22 participants.

### Other CDI Events:

- CDI's All In Volleyball League, Season Two;
- CDI's Summer BBQ to celebrate the contribution by all our stakeholders during 2010.



*Councillor Pamela Kearns, Pat Rabbitte, TD, and Councillor Cathal King, attending CDI's Summer BBO.*

## The Story So Far: Half Day Seminar.

The 'Story So Far' seminar was held in Tallaght Stadium on September 29<sup>th</sup> 2010 at which CDI provided an overview of our five programmes, and six independent evaluations. There were discussions on the key issues and learning from the implementation of such programmes and a number of experts participated in each of the sessions.

In her welcome speech, Marian Quinn, (CEO, CDI), spoke of the inception of CDI - the coming together of a committed group of people who wanted more for the community of Tallaght West and whose vision was shared and supported by the commitment and generosity of our funders: The Atlantic Philanthropies and the Office of the Minister for Children and Youth Affairs.



**Mary Doyle.** Director General of the Office of the Minister for Children and Youth Affairs (OMCYA), formally opened the event. She spoke of her interest in the work of CDI saying "I know what you're doing here is important, we know that for children

*who are disadvantaged by background or family circumstances, those very early years are extremely important and that positive supports are impacting on their life chances and they promote their physical and emotional development. I know this is at the forefront of all the development of policy and implementation in this area.*

*"I think what's particularly exciting about this project is that it gives us the opportunity to develop high quality, targeted interventions at key points of childhood and onwards and it allows us to assess the impact that has on the ground and in relation to individual life chances and that's why the OMCYA is proud to be supporting the programme."*

In conclusion, Mary said, "I think it's been a fantastic achievement to come from where this project started. It's very significant. Looking this evening, at the approach you've taken - the workshop approach and the excellent range of speakers that have come here, that people do understand that this is a high quality, very important project and it's an indication of the high regard in which the project is held."

Parents of children receiving CDI services Sharon Tawyodh and John McGuire share their experiences.

### **Sharon Tawyodh: Parent**

*"I have two beautiful children. Pauline who is aged 8 and Laurie who is aged 6. Pauline had a writing difficulty, she hated writing, Laurie basically hated reading; she wouldn't write for me, it was just a complete and utter nightmare. So I*

*went to the school and then Doodle Den came and invited us to the programme and it changes our lives. Homework is a pleasure now. I look forward to it now instead of dreading it. Pauline is now writing and loves making her sentences up."*



### **John Maguire: Parent**

*"I have a 10 year old daughter Emily and a 4 year old son Calum. Both my children have attended early years school, which has helped with the children's development for school and the improved learning in social, physical well being, language, how to work things out, their ability to listen and understand. Supporting their play through encouragement instead of praise and by adopting a problem solving approach to conflict establishes trusting relationships between adults and children."*





## President Mary McAleese

*"Today is a celebration of community at its absolute best, and a special day for Tallaght,"* said President McAleese at CDI's 'Story So Far' event.

*"Society relies on our good decisions and sometimes we need help to get there because if we want our communities to be strong, we have to have strong kids, who turn into strong adults – problem solvers, not problems. The debt and sheer strength of change, what happens in people lives when the intensity of focus is placed on the rearing of children in the best environment possible is fantastic, that is what you are investing in here, This is what CDI is investing in, and this investment flows through to the child, the community and the country."*

*"How do we know if it is a success? The outcome is a healthy child, a confident child. That is why this project and the services it provides are absolutely so important. Also the evaluation helps us, to put on the table good expert, independent guidelines, to place all the pieces of the jigsaw together. That's what you want, kids that know their place in the world, in the sense that they know that their place cares for them, they have pride, confidence and ambitions for themselves, they are given a pathway to their own potential."*



### Response to the Presidents Address:



Noelle Spring, Chair of the CDI Board, closed the day's events by thanking the President for such warm and encouraging words, saying *"your presence with us this evening is a huge source of motivation for all of us who believe we have a story to tell about our experiences in Tallaght West. The community of Tallaght West has its own unique story, which is rich with people and personalities, tragedies and triumphs, energy and humour. The spirit of the community is something we all cherish and need to nurture, and today is about doing just that."* Noelle went on to speak of how the training, support and resources provided through CDI over the last three years has enabled CDI to offer a more comprehensive response to identified needs and an increased capacity to facilitate improved outcomes for children and families. In closing, Noelle stated, *"we have high hopes for the future of the Tallaght West Childhood Development Initiative and the potential for this initiative to continue to go from strength to strength."* She thanked everyone for their support and hard work.

**Adrian Charles**, Local Health Manager with the HSE, and chair of CDI's Implementation Support Group, which comprises a number of key organisations working in the Tallaght West area with children and families, explained that this group is drawn from the voluntary, statutory and community sectors. He went on to say *"the Implementation Support Group has been an important source of support to CDI as the team began the implementation of services in the community."*

*"We the Implementation Support Group, believe we are living proof of the value of inter agency collaboration, and over the last three years, alongside the wider Children Services Committee, we have prevented the duplication of activities, brought key skills and knowledge together for the planning of local services, and developed our thinking and strategies in relation to improved local delivery."*

Adrian thanked everyone involved in such a wonderful celebration of CDI's work with special thanks given to the staff and management of Tallaght Stadium, which was a fantastic setting for the occasion, alongside the staff and management at Sacred Heart Senior School, for facilitating the very impressive Jai Ho and most importantly, the children whose performance was such a fitting end to a very special afternoon.



## Action Plan 2011:

- More specific training needs to be identified and addressed through one-day training events;
- Consider and agree themes for 2011 lunchtime seminars;
- Hold three large scale seminars aimed at specific audiences within Tallaght West;
- Mechanisms for engagement to be established for ECCE staff and school teachers.

### Lunchtime Seminars Themes for 2011:

- January: 'Food for Growing Children- from Policy to Practice. " facilitated by Margaret O'Neill, Dietitian Manager, Community Nutrition and Dietetic Service;
- February: 'Understanding Second Language Learners,' facilitated by Jennifer Grundulis, Senior Speech and Language Therapist;
- March: 'Adult Attachment Theory,' facilitated by Sheila Hayes, Clinical Counsellor;
- April: 'South Dublin County Council's Geo Mapping Project,' facilitated by Larry McEvoy, South Dublin County Council;
- June: 'Making Tallaght West a Restorative Community,' facilitated by Claire Casey, Community Engagement Coordinator, CDI;
- September: 'How are Our Children Today?' facilitated by Dr. Tara Murphy, Research & Evaluation Officer, CDI.

## CDI's All In Volleyball League

CDI's volleyball league began as part of CDI's interagency work in order to build relationships with the community and service providers. Twelve teams took part from a range of organisations and community groups (Gardaí, South Dublin County Council, Barnardos, CDI, Sacred Heart School, Knockmore School, Pavee Princesses, Jobstown, Brookfield, Tallaght Leisure Centre, Local TD's and Councillors) over a twelve week period and the tournament has been a great success.

The final of season one's 'All in Volleyball League' took part in May 2010 and was a great night with an electric atmosphere as the crowds gathered on the balcony and the teams took to the floor for the event. It kicked off with a bit of a surprise as the CDI team along with community residents danced the 'Jai Ho' Bollywood style. (Google 'CDI does Bollywood on Youtube'). The four final teams were asked to join in and it had to be seen to be believed!

The evening matches began with a fight for third place between Maverick's (Teachers from Sacred Heart) Vs Mad Cows (CDI Staff). The music blared as the two teams entered the hall and the cheers roared from the balcony. Once the match began in earnest you could hear a pin drop as this was no time for fun. It was very competitive as each team grappled for the points. Maverick's won but it was a close one and the Mad Cows should be proud of themselves.

continued.....



*1<sup>st</sup> Place Winners: Jobstown Warriors*



*2<sup>nd</sup> Place: Caretakers*

The final match was played between the Caretaker's (Community Gardai) and the Warriors (Jobstown Community). This was bound to be a tough match as both were equally skilled, and had clearly come to win. There was no time for jokes and mistakes were not taken lightly. The Warriors won and it meant a lot to keep the cup in the community.

Presentations took place in Crough's Lounge where all the teams who had taken part in the league gathered. Marian welcomed the teams and spoke of how the league had surpassed all of our expectations. It allowed for collaboration, relationship building and it was great to see Gardai, community, travellers, schools and council in one room chatting away and sharing the fun of the day.

The awards were presented by Mayor Mick Duff and Jim Rock (nicknamed the *Pink Panther*, and the only boxer to ever hold the Irish Professional title at four different weights- light, middleweight, super middleweight and light heavyweight). Tyrann Posey Oliver from the Brookview Slammers won the Best Player of the tournament. Everyone joined in the karaoke which we have on video and CDI will be using the evidence throughout our term here to get results!

Season Two commenced in September with the final playoffs to take place in early January 2011. The skills of the teams have increased and the competitive edge to the game is clearly visible.



*3<sup>rd</sup> Place: Mavericks*



*4<sup>th</sup> Place: Mad Cows*



*CDI does Bollywood to celebrate the final of season one's All In Volleyball League.*

## Quotes from Participant of Volleyball:

*"I have lived in Cushlawn for the past 29 years. I am married and have one son Shaun. I got involved in the CDI Volleyball League through talking to CDI's Healthy Schools Coordinator, Anca in Sacred Heart School, and began going to matches to support the Mavericks (School Teachers) team."*

*"When asked if I would like to put a team together and join I was delighted. I love the volleyball, it's good exercise, a great way to meet people and having the crack with them. I'd like next season to have more teams involved. I feel I have made some good friends from taking part. Thanks to all involved". Vera Vaughan, Volleyball participant, Sacred Sinners team.*

## Quotes from Participants of Coaching Course:

Coaching Course Participants:

*"Brilliant course, really enjoyed taking part. I got loads from the course both personally and professionally. I am so looking forward to doing the Diploma," Janet O'Farrell (Community Resident).*

*"It has up-skilled members of the community, both living and working, to fend for themselves and encourage them to use resources that are there," Brian Sheridan (Garda Sergeant)*

*"Thank you so much for giving me the opportunity to participate in the course (and for your warm support). It was a breath of fresh air and has changed my attitude and behavior (for the better)," Sue Murray (Manager, The Links Young Persons Probation Centre).*

*"It has been a great opportunity to learn new skills but also to network with other organisations and the members of the community," Gavin Mulhall (HSE).*

*"The Coaching Course was very enlightening. It was very positive in that it is about helping people reach their potential and find success. As a group we worked well together as people were generally honest with each other and themselves. The course has also been useful for me in my work as there was a great focus on planning a way forward in situations and finding solutions to problems," Tony Shaw, SDCC.*



*Life and  
Community  
Coaching  
Graduates*

# **CHAPTER THREE:**

## **Research and Evaluation**



## **Research and Evaluation**

### **Overview:**

2010 was a particularly fruitful period for CDI in terms of its research and evaluation. CDI's 'Story So Far' event held in September 2010 provided the first opportunity to share some of the interim findings from all six evaluations with service providers and other key stakeholders. The following section provides a very brief overview of the main fruits of our labour!

### **CDI Community Survey:**

In 2004, CDI conducted a community survey to profile the needs of children and families living in the local community of Tallaght West. This was an anonymous survey conducted with 79 families. The survey identified the primary needs of families in key areas including living circumstances, education and employment, quality of life (for parents and children) and service utilisation. A follow-up survey using a revised version of the original survey was undertaken by CDI during the summer of 2010 to re-examine the needs of children and families in the community and to explore any significant changes in the pattern of needs within the six years. As the original study was an anonymous cohort survey this phase was conducted with a comparable cohort though not necessarily with the same individuals. The survey was completed by 141 families with 313 children. 20 community members also received intensive fieldwork training in order to carry out the survey.

A youth survey was added to the original study design in order to assess the needs of young people aged 12 to 17 years living in the area in terms of their general wellbeing. The purpose of the youth survey was to explore the general health and psychosocial wellbeing of young people living in Tallaght West with an emphasis on physical activities, substance use and personal safety. The primary rationale for including a youth element to the original study design reflected both a greater national interest in young people's lives particularly around those risk factors for poor mental health as well as a desire to include their voice in any future planning of youth services or supports in Tallaght West. The survey was conducted with young people attending school and out-of-school organisations from October to November 2010. The findings from both surveys are currently being analysed and a series of opportunities to feedback and engage stakeholders in interpreting the data are being planned in 2011.

### **REPP (Research Evaluation Policy Practice) Project:**

In tandem with the growing wave of implementation science and research activity in children's services across Ireland, the REPP project was set up to document the learning gained through the process of researching and evaluating children's lives. The project, which is being led by CDI, aims to maximise the learning from the implementation of children's research and evaluation for the wider benefit of practitioners, policymakers and other researchers. REPP compliments a number of the strategic aims and objectives of the Children's Research Network and the Centre for Effective Services i.e. to promote and support the dissemination, application and utilisation of research findings to policy and practice. REPP differs from the Centre for Effective Services' 'Capturing the Learning' study, in that the focus of REPP is on the commissioning, design and implementation of the research rather, than on the meta-analysis or dissemination of research findings.

The REPP project is a cross-border initiative involving AP/ OMCYA grantees and non-grantees which is designed to capture the research process across several topics including commissioning research, methodology, implementation and knowledge transfer. There is now a commitment to produce a set of papers, (possibly even a book) which will guide anyone wanting to commission, undertake or understand research processes. Each paper/chapter is being written through collaboration between at least two academic institutions, and a non-academic input. In this way, we hope that the learning will be applicable to a wide range of settings and organisations.

## **RACcER (Reuse and Archiving of Community-Based Evaluation and Research) Project:**

During 2010, CDI collaborated on a 12-month project with the Irish Qualitative Data Archive (NUI, Maynooth) to examine and address some of the key challenges to archiving complex qualitative data using CDI as a demonstrator site. The IQDA has extensive experience in dealing with archived data and is currently managing or planning for the archiving of data sets from the national 'Growing Up In Ireland', the 'Life Histories and Social Change in 20<sup>th</sup> Century Ireland', and the 'Returning Migrants' studies. The RACcER project was co-funded by CDI and the Irish Research Council for Humanities and Social Science (IRCHSS) under its knowledge transfer initiative. Skilled researchers, commissioners of research and potential data users were invited to participate in the RACcER study in order to explore their experiences concerns and perceived risks of archiving qualitative data, as well as ways of mitigating those potential risks. The dissemination of findings continues to take place in

2011

### **Process Evaluation:**

The process evaluation is being conducted by the Child and Family Research Centre (National University of Ireland Galway) and is examining the implementation of the CDI strategy based on its underpinning principles. A combination of an on-line survey, interviews, observations and a documentary analysis were carried out alongside secondary analysis of interim reports from the individual service evaluations. The process evaluation team examined the prevalence of interagency working and service integration in relation to its services as well as in the wider Tallaght area. Managers drawn from a wide range of commissioned and non-commissioned services were invited to complete a short survey before the summer which was followed by interviews with frontline staff. The process evaluation team delivered their second interim report on interagency working and service integration in August 2010. A further interim report on training and support was delivered to CDI in November 2010.

### **Achievements:**

- First interim report signed off by the CDI Board;
- Continued to attend Governance-related meetings including EAC and CDI Board;
- Reviewed over 1,400 CDI-related documents to inform evaluation;
- Evaluation team presented at CDI's 'Story So Far' event, (September 2010).

### **Issues Arising:**

- The review process for interim reports can be very lengthy (8 months for six reports);
- Agreeing guidelines and dates of delivery for future interim reports;
- Increasing participant response rates across the evaluations;
- Ensuring the effective dissemination of interim findings.

### **Targets 2011:**

- Agree evaluation of Restorative Practice training with evaluation team;
- Maintain comprehensive team journal;
- Deliver remaining reports on:
  - Organisational Culture: relationships and processes (June 2011);
  - Community Engagement (Sept 2011);
  - Mainstreaming and Sustainability (Nov 2011)
  - Final report (to be confirmed).
- Evaluation team to present on 'Organisational Structures & Relationships' at CDI's Annual Conference in Sept 2011.

## Business Plan Implementation:

The following targets, outlined in the 2010 Business Plan, were achieved during the course of the year:

- Supported service staff in maintaining fidelity to the manual (e.g. booster training);
- Reviewed interim findings from evaluations and signed off on first set of reports;
- Randomised referrals for Cohorts 3 for Doodle Den and Mate Tricks;
- Conducted follow up Community Survey to How Are Our Kids? (2004);
- Organised a seminar on Promoting Positive Youth Mental Health;
- Monthly and bi-annual meetings held;
- Two EAC meetings two place;
- Co-funded and collaborated on the RACcER project;
- Identified potential synergies across evaluations and mechanisms (i.e. REPP project).

## Strategic Objectives:

- To conduct rigorous evaluation of the CDI strategy;
- To increase CDI's ability to produce reliable, evidence-based information and data;
- To ensure the effective dissemination, application and utilisation of findings arising from the evaluations for policy and practice;
- To promote the REPP product as a resource to practitioners, researchers and policymakers;
- To identify additional funding to undertake longitudinal research in relation to CDI's service evaluations.



## Action Plan 2011:

- Publish articles in peer-reviewed journals;
- Plan for, and liaise with, relevant personnel in the establishment of a dedicated Speech and Language Therapy evaluation;
- Review, sign off final reports and disseminate process and outcome data;
- That we have clarity regarding how to use the findings and how to disseminate them;
- Schedule monthly and bi-annual progress meetings;
- REPP group to continue documenting the learning from the research process;
- Deliver workshop and disseminate best practice guidelines from RACcER archiving project with NUIM;
- Integrate communication and dissemination plans;
- Meet with EAC twice;
- Publish Community Survey report and open consultation regarding the key findings;
- Complete Workbook for evidence based delivery and disseminate at CDI's conference.



## Case Study: Research and Evaluation

The following interview is with Lesley Fagan, who was one of 20 community members trained as fieldworkers for the CDI Community Survey, which included the household and youth surveys). Lesley describes her reasons for getting involved in the survey, as well as her experiences during and subsequent to implementing the survey.

Lesley moved to Tallaght West two years ago with her partner and their daughter and knew only a few people at the time. She had no previous experience of this type of work and felt that it would be “an opportunity to meet people and see what is going on in [the community] and how people feel in the community”. Feeling a part of the community is important to Lesley, and in particular, Lesley stresses the importance of understanding the area in which your children will grow up.

Lesley participated in intensive training for fieldworkers which took place between February and April 2010. All fieldworkers were Garda vetted, and in addition to training on the actual survey, also received training on key issues such as confidentiality and anonymity, voluntary participation, and child protection. The survey asked questions in a number of sensitive areas including mental health and financial issues Lesley reported finding the training “*really good but I was a bit apprehensive about [some of these questions].* However, Lesley indicated that “*we had such intensive training [that] it covered all the eventualities that could [happen]...we did cover case studies and role-play which was very helpful; to help us reassure people*”. In the end, Lesley said that “*people didn’t find the mental health questions too invasive or personal*”.

When asked what helped to ask some of the more difficult questions, Lesley stated “*[With] something like this, you have to put yourself into the situation. You have to be able to answer these questions yourself. [If] you’re not comfortable in your approach, you will not get a positive response [from participants]*”. Lesley added “*you have to be able to relate to people, which is one of the reasons why I was successful in getting as many surveys as I did. I can relate to participants because I am also a resident of Tallaght and I was able to reassure people that I am on the same level as them, and also want to make improvements in the area*”. Other things that helped were building a rapport with participants from the onset and allowing them to read the survey with her.

In terms of implementing the survey, Lesley found that she “*got a better response in the afternoon with people being at home with the children*”. The end of August was reported as a particularly challenging time to locate participants due to people being away on holidays. There were days when Lesley may have felt frustrated, for example, when people did not answer their door bell or told her to come back another day and then were unavailable to participate in the survey. During these times, Lesley suggested that fieldworkers should go home to recharge the batteries: “*need to go home and forget about the bad day and keep going*”. She added that “*you get to know the people who do not want to answer [and] you have to cut your losses with that person...you don’t want to waste your time or be forceful*”. Some of the ways Lesley overcame these challenges, and, in effect, increased her response rate was by “*promoting the benefits of the survey*” and by reminding participants that it was anonymous.

It takes a certain type of individual with a certain repertoire of skills and personal characteristics to undertake a survey of this nature. When asked what kind of characteristics or other factors do fieldworkers need to possess or consider, Lesley noted the following:

- Dedicate the time to the survey;
- Be aware that the participant might not have any other adult conversation that day (a positive!);
- Be sociable;
- Make personal safety a priority (e.g. text your partner to let s/he know where you are).

Continued .....

Lesley believed that being a fieldworker has increased her sense of confidence: *"I drew more confidence in myself to relate to people that I had never spoken to before"*. She felt it was *"a skill in getting someone to give you their personal information; [to talk] about their feelings, their neighbours, children, etc"*. In addition to the skills she already possessed, Lesley felt she has *"a greater understanding of people living in different ways. [For example], understanding different family settings (children living with grandparents and other family members). Not everyone has the luxury of owning their own home or decorating their homes"*. Lesley also referred to the struggles that lone parent have (in this case, mothers, given that the majority of respondents were female). She mentioned developing friendships *"with mothers on my street"* as a result of undertaking the survey.

Finally, Lesley was also asked to be a fieldworker for the youth survey which took place in three secondary schools and two youth organisations in Tallaght West. Lesley *"loved working in the school which has given me an opportunity to work with the kids and chat away to the teachers"*. She found it *"more interesting than [she had] expected"*. Lesley concluded the interview by indicating that she found the entire experience very positive and that she would *"love to do more work in the community"* as a result. She felt *"more confident in the community [and] feel like it's not a bad place to raise children"*.



*The CDI team and Board of Management celebrate their work to date with a Summer BBQ, and local TD's and Councillors.*

**CHAPTER FOUR:**  
**Finance**

# Tallaght West Childhood Development Initiative

Audited Accounts for the year ended 31<sup>st</sup> December 2010

## TALLAGHT WEST CHILDHOOD DEVELOPMENT INITIATIVE LIMITED

### PROFIT AND LOSS ACCOUNT for the year ended December 31st, 2010

	Notes	2010 €	2009 €
<b>TURNOVER</b>	<b>1</b>	3,508,079	4,007,470
Operating expenses	<b>2</b>	<u>(3,351,403)</u>	<u>(3,991,360)</u>
<b>Operating Profit</b>	<b>3-5</b>	156,676	16,110
Interest payable and similar charges	<b>6</b>	(650)	(598)
Interest receivable and similar income	<b>7</b>	<u>5,818</u>	<u>9,501</u>
<b>Profit on ordinary activities before taxation</b>		161,844	25,013
Tax on profit on ordinary activities	<b>8</b>	-	-
<b>Profit for the year</b>		<u>161,844</u>	<u>25,013</u>

### STATEMENT OF MOVEMENT IN RETAINED PROFITS

Retained at January 1st, 2010	464,560	439,547
Profit retained for year	161,844	25,013
Retained at December 31st, 2010	<u>626,404</u>	<u>464,560</u>

All amounts dealt with in the above relate to continuing operations

### STATEMENT OF TOTAL RECOGNISED GAINS AND LOSSES

The company has no recognised gains and losses other than those included in the Profit and Loss Account above and therefore, no statement of total recognised gains and losses has been prepared.

### NOTE OF HISTORICAL COST PROFITS AND LOSSES

There is no difference between the profit on ordinary activities before taxation and the retained profit for the year on an historical cost basis and the corresponding amounts stated above.

On behalf of the board:

DIRECTOR

Joelle Spring

DIRECTOR

Shubay

DATE

16/6/2011



# Tallaght West Childhood Development Initiative

Audited Accounts for the year ended 31<sup>st</sup> December 2010

## 13. COMMITMENTS

The Directors have not entered into any binding capital expenditure commitments at the year end.

## 14. RELATED PARTY TRANSACTIONS

There were no transactions with related parties during the year.

## 15. CONTINGENT LIABILITIES

A legal case is currently pending, and yet to be concluded. The Board of Directors believes there is no case to answer.

## 16. APPROVAL OF FINANCIAL STATEMENTS

The financial statements were approved by the Board of Directors on June 16, 2011.

# Tallaght West Childhood Development Initiative

Audited Accounts for the year ended 31<sup>st</sup> December 2010

## TALLAGHT WEST CHILDHOOD DEVELOPMENT INITIATIVE LIMITED

### NOTES TO THE FINANCIAL STATEMENTS for the year ended December 31st, 2010

#### 1. TURNOVER

Turnover is made up of grants received.

#### 2. BREAKDOWN OF COSTS OF CHARITABLE ACTIVITIES

Overheads and other costs are allocated to the activities in proportion to the percentage of total salaries for each activity.

	Allocated costs		Activity	Total costs
	%	€	specific costs €	€
Early Childhood Care & Education	14.285%	67,196	1,744,086	1,811,282
Afterschool Literacy	14.285%	67,196	190,557	267,753
Afterschool Pro Social Behaviour	14.285%	67,196	195,179	262,375
Healthy School Initiative	14.285%	67,196	58,662	125,778
Community Safety Initiative	13.285%	62,493	74,801	137,294
Enhancing Quality	14.285%	67,196	204,615	271,811
Evaluation	14.285%	67,196	341,048	408,845
Restorative Practice	1.005%	4,707	24,833	29,540
	100.00%	470,378	2,834,312	3,304,888
Governance Costs				46,715
Total Operating Expenses				<u>3,351,603</u>

#### 3. STATUTORY AND OTHER INFORMATION

	2010 €	2009 €
The profit on ordinary activities before taxation is stated after charging:		
Auditors remuneration- Audit	2,000	3,000
Auditors remuneration- Non audit services	1,500	1,500
Depreciation	<u>3,312</u>	<u>8,795</u>

#### 4. DIRECTORS' REMUNERATION AND TRANSACTIONS

During the year, no Directors' remuneration was provided.

# Tallaght West Childhood Development Initiative

Audited Accounts for the year ended 31<sup>st</sup> December 2010

## 5. EMPLOYEES AND REMUNERATION

The average number of people employed by the Company in the year was 9.

The staff costs are comprised of:

	2010 €	2009 €
Wages and Salaries	515,724	489,804
Pension Fund	8,013	33,092
Social Welfare Costs	32,996	39,400
	<u>556,733</u>	<u>562,296</u>

## 6. INTEREST PAYABLE AND SIMILAR CHARGES

	2010 €	2009 €
Bank interest & charges	<u>660</u>	<u>598</u>

## 7. INTEREST RECEIVABLE AND SIMILAR INCOME

	2010 €	2009 €
Interest received	<u>(5,818)</u>	<u>(9,501)</u>

## 8. TAX ON PROFIT ON ORDINARY ACTIVITIES

The company was granted charitable status on October 25th, 2007 by the Revenue Commissioners and is accordingly exempt from Income Tax / Corporation Tax, Capital Gains Tax and Deposit Interest Retention Tax which exemption extends to the income and property of the company.

## 9. FIXED ASSETS

	Office Equipment €	IT Equipment €	Total €
<b>COST</b>			
Balance at 01/01/10	8,551	21,258	29,809
Additions	990	1,748	2,738
Balance at 31/12/10	<u>9,541</u>	<u>23,006</u>	<u>32,547</u>
<b>ACCUMULATED DEPRECIATION</b>			
Balance at 01/01/10	4,231	19,996	24,227
Charge for the year	1,909	1,403	3,312
Balance at 31/12/10	<u>6,140</u>	<u>21,399</u>	<u>27,539</u>
<b>NET BOOK VALUE</b>			
Balance at 31/12/10	<u>3,401</u>	<u>1,607</u>	<u>5,008</u>
Balance at 31/12/09	<u>4,320</u>	<u>1,262</u>	<u>5,582</u>



# Tallaght West Childhood Development Initiative

Audited Accounts for the year ended 31<sup>st</sup> December 2010

10. DEBTORS AND PREPAYMENTS	2010 €	2009 €
Amounts falling due within one year:		
Prepaid Expenses, Accrued Income and Sundry Receivables	<u>189,762</u>	<u>228,745</u>
	<u>189,762</u>	<u>228,745</u>
11. CREDITORS, amounts falling due within one year	2010 €	2009 €
<i>Loans and other borrowings</i>		
Bank overdraft	<u>-</u>	<u>-</u>
	<u>-</u>	<u>-</u>
<i>Other Creditors</i>		
Creditors & accruals	295,555	62,789
PAYE/PRSI	9,452	20,448
Deferred Income	<u>750,000</u>	<u>-</u>
	<u>1,055,007</u>	<u>83,237</u>
 Total creditors	 <u>1,055,007</u>	 <u>83,237</u>
12. MOVEMENTS IN MEMBERS' FUNDS	2010 €	2009 €
Surplus for the financial year	161,844	25,013
Opening members' funds	<u>464,560</u>	<u>439,547</u>
 Funds Balance at 31/12/2010	 <u>626,404</u>	 <u>464,560</u>

# **Tallaght West Childhood Development Initiative**

Audited Accounts for the year ended 31<sup>st</sup> December 2010

## **13. COMMITMENTS**

The Directors have not entered into any binding capital expenditure commitments at the year end.

## **14. RELATED PARTY TRANSACTIONS**

There were no transactions with related parties during the year.

## **15. CONTINGENT LIABILITIES**

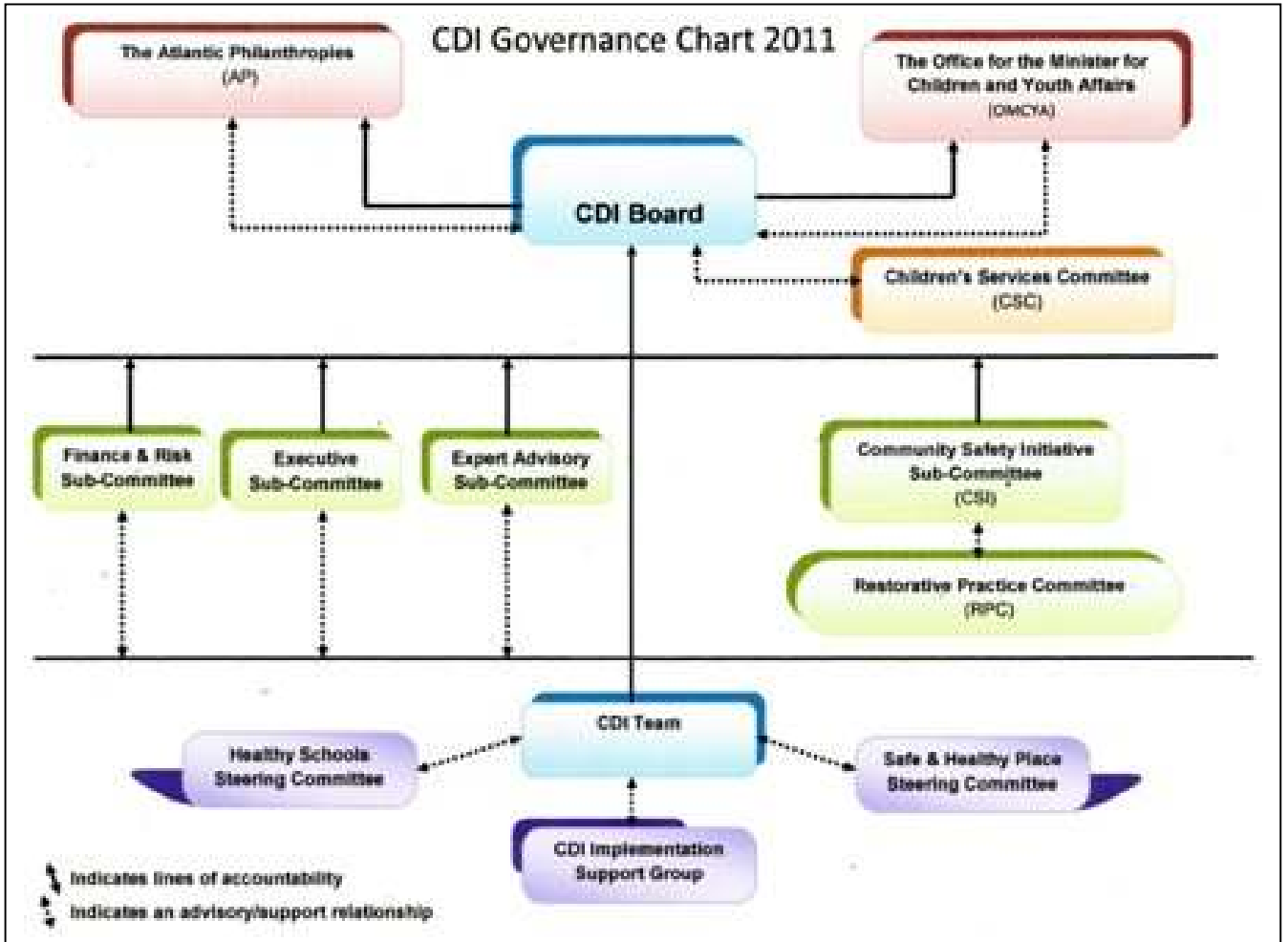
A legal case is currently pending, and yet to be concluded. The Board of Directors believes there is no case to answer.

## **16. APPROVAL OF FINANCIAL STATEMENTS**

The financial statements were approved by the Board of Directors on 16/06/2011

**CHAPTER Five:**  
**Appendices**

# APPENDIX 1:



## APPENDIX 2

### CDI Board

- Ms. Noelle Spring (Chair) (Development Director, Katherine Howard Foundation);
- Dr. Suzanne Guerin (School of Psychology, University College Dublin);
- Ms. Anne Genockey (Manager, Rainbow House, An Cosan);
- Ms. Monica Conboy (Manager, AIB Bank);
- Professor Tommy Cooke (DIT, Community Links Programme);
- Ms. Emily Kelty (Community Representative);
- Ms. June Kelly (Community Representative);
- Ms. Sherin Abdelnaby (Community Representative);
- Mr. John Lahiff (Formerly National Coordinator, Social, Personal and Health Education (SPHE) now retired);
- Ms. Sandra Thorpe (Senior Partner, Level 4).

### Expert Advisory Committee (EAC)

- Dr. Suzanne Guerin (Chair) (CDI Board, Lecturer in Psychology, School of Psychology, UCD);
- Dr. Saoirse Nic Gabhainn (Senior Lecturer in Health Promotion and Deputy Director of the Health Promotion Research Centre, National University of Ireland, Galway);
- Professor Mary Corcoran (Senior Lecturer, Department of Sociology, NUI, Maynooth);
- Dr. Mark Dynarski (Vice President, Director, Centre for Improving Research Evidence, Mathematica Policy Research Inc.);
- Professor Marjorie Smith (Co- Director, Thomas Coram Research Unit, Institute of London).

### Finance & Risk Sub Committee

- Ms. Monica Conboy (Manager of AIB Bank);
- Mr. Tony Joyce (Director & Investment Advisor, AP Joyce Trading Ltd);
- Mr. John Mc Garry (Financial Controller, State Street Corporation);
- Mr. Maarten Bongenaar (Operations Manager, Combined Insurance);
- Mr. Nicholas Mc Nicholas (Barrister at Law).

### Executive Sub Committee

- Ms. Monica Conboy (Manager, AIB Bank, Tallaght Village); CDI Board Member;
- Ms. Noelle Spring (Chair, CDI Board). (Development Director, Katherine Howard Foundation).

### Healthy Schools Steering Committee

- Robert O' Leary (Principal, Scoil Chroí Ró Naofa Senior);
- Martin Morris (Principal, Scoil Chroí Ró Naofa Junior);
- Orla Hanahoe (Principal, Scoil Cnoc Mhuire Senior);
- Chris Meehan (Principal, Scoil Cnoic Mhuire Junior);
- Bairbe Ní Ghioll (Principal, Scoil Chaitlín Maude);
- Maria Finn (Social Inclusion Officer in South Dublin County Council);
- Sheila Geoghegan (Director of Public Health Nursing, HSE);
- A representative from the HSCL;
- Kevin Webster (Community Team Leader, Social Work Department, HSE);
- Caroline Peppard (Health Promotion Officer, HSE);
- Gráinne Smith (Quality Specialist, CDI); and
- Marguerite Hanratty (Quality Services Officer, CDI).

## **Community Safety Initiative Steering Committee**

- Mr. Derek Smith (Community Representative);
- Mr. Billy Coman (South Dublin County Council);
- Ms. June Kelly (CDI Board, Community Representative);
- Sergeant Brian Sheridan (Gardaí);
- Ms Aine O'Keeffe (Tallaght Youth Service); and
- Ms. Tarynn Posse Oliver (Community Representative).

## **Safe and Healthy Place Steering Committee**

- Ms. Deirdre Quinn (Community Representative);
- Mr. Francis Chance (Barnardos);
- Mr. Gavin Mulhall (HSE);
- Mr. Emmanuel Anifowose (Community Representative);
- Mr. Tony Shaw (South Dublin County Council);
- Mr. Martin Ward (Oaklee Housing Association);
- Ms. Rachel Rodgers (Barnardos Mac Uilliam);
- Ms. Sheilann Monaghan (Dodder Valley Partnership);
- Ms. Su Clarke (South Dublin County Council); and
- Ms. Fiona McDonnell (Tallaght Youth Service).

## **CDI Team**

- Ms. Marian Quinn (CEO);
- Ms. Evelyn Brennan (Head of Finance & Corporate Services, resigned, March 2010);
- Dr. Tara Murphy (Research and Evaluation Officer);
- Ms. Grainne Smith (Quality Specialist);
- Ms. Aileen Murphy: (Quality Specialist);
- Ms. Joyce Cahill (Community Engagement Coordinator);
- Ms. Claire Casey (Community Engagement Coordinator);
- Ms. Paula Kavanagh (Administration and Communications Coordinator);
- Ms. Jemesena Carr (Finance and Administration Assistant, resigned December 2010);
- Ms Marguerite Hanratty (Quality Services Officer, joined team January 2010);
- Ms Paula Corrigan (Governance and Corporate Services Coordinator), joined team in June 2010)

## **Implementation Support Group (ISG)**

- Ms. Anna Lee (Tallaght Partnership);
- Ms. Orla Barrett (NEPS);
- Mr. Billy Coman (South Dublin County Council)
- Ms. Colette Mc Loughlin (HSE);
- Mr. Francis Chance (Barnardos);
- Sgt Brian Sheridan (An Gardaí Siochana);
- Ms. Liz Waters (An Cosan);
- Ms. Maria Donohoe (Children's Services Coordinator);
- Ms. Rosa Fox (Childcare Officer, Co. Dublin VEC);
- Ms. Jean Courtney (South Dublin County Childcare Committee);
- Mr. Pat Conroy (Lucena Child & Family Services).

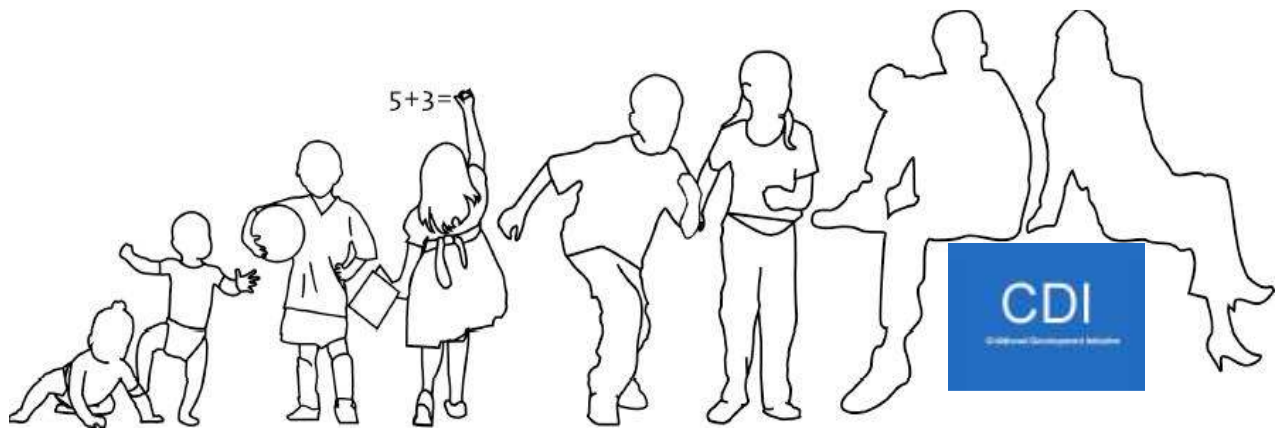
## Glossary of Terms:

Attrition	Refers to the level of “drop-out” or non-attendance by programme participants.
Fidelity	The degree to which a programme is delivered when compared to the essential elements of the original programme.
Labelled Behaviours	Explaining exactly what behaviour you require so “Sit on your seat and talk quietly” as opposed to “Be good.”
Labelled Praise	Telling the person exactly what s/he is doing that you like. Used to demonstrate a degree of an emotion. For example if you were a little annoyed you would be low down on the anger thermometer in contrast to feeling enraged which would be high on the anger thermometer.
Logic Model	Explains why a programme works. Usually it is based on rigorous research and testing or by careful service design using high-quality local and international research.
Manualised Approach	When programme delivery is guided by a manual. The manual should contain clearly defined outcomes to be achieved, clear target criteria, a strong logic model and well defined service components.
Partnership	A relationship involving the sharing of power, work, support and /or information with others for the achievement of joint goals and or mutual benefits.
Prosocial Behaviour	Effectiveness in interactions and communication with others and an ability to consider outcomes or occurrences from both one’s own and others perspectives.
Randomised Control Trial	An evaluation method which randomly allocates potential beneficiaries of an intervention to a programme or treatment group (who receive the intervention) or a control group (who do not). Outcomes for the two groups are then compared.
Resilience	Psychological resilience refers to an individual's capacity to withstand stressors and not manifest psychological dysfunction, such as mental illness or persistent negative mood.

## Acronyms:

AP	The Atlantic Philanthropies		
CDI	Childhood Development Initiative	SDCC	South Dublin County Council
CEE	The Centre for Effective Education	SLT	Speech and Language Therapy/Therapist
CEO	Chief Executive Officer	SFP	Strengthening Families Programme
CES	Centre for Effective Services	SHP	Safe and Healthy Place
CFRC	The Child and Family Research Centre	SCP	School Completion Programme
CoP	Communities of Practice	TCD	Trinity College Dublin
CSC	Children's Services Committee	TW	Tallaght West
CSER	Centre for Social and Educational Research	UCD	University College Dublin
CSI	Community Safety Initiative	UN	United Nations
DD	Doodle Den Programme	UNCRC	United Nations Convention on the Rights of the Child
DIT	Dublin Institute of Technology	SWG	Strategic Working Group
EAC	Expert Advisory Committee	IPA	Institute for Public Administration
ECCE	Early Childhood Care and Education	VEC	Vocational Education Committee
EoI	Expressions of Interest	DPHN	Director of Public Health Nursing
EBP	Evidenced Based Programme	SDCCC	South Dublin Childcare Committee
HSC	Healthy Schools Coordinator		
HSE	Health Services Executive		
HSP	Healthy Schools Programme		
HSCL	Home Schools Community Liaison		
IoE	Institute of Education		
ISG	Implementation Support Group		
MT	Mate-Tricks Programme		
NEPS	National Education Psychological Services		
NUIG	National University of Ireland, Galway		
NUIM	National University of Ireland, Maynooth		
OMCYA	The Office of the Minister for Children and Youth Affairs		
PEIP	The Prevention and Early Intervention Programme		
PHN	Public Health Nurse		
PCF	Parent Carer Facilitator		
PPCC	Parents Plus Community Course		
PSNI	Police Service of Northern Ireland		
QEP	Quality Enhancement Programme		
RAPID	Revitalising Areas through Planning Investment and Development		
RCT	Randomised Control Trial		





Meeting needs, making changes, improving outcomes

**The Childhood Development Initiative Ltd.**

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