

Selected Variables from Ontario Looking After Children (OnLAC) Informing the Service Framework for Child Welfare in Ontario

Child Welfare Data Forum - October 25, 2017

Data presented from OnLAC Year 13, Year 14, and 2016

Presented by: Meagan Miller & Robert Flynn

Centre for Research on Educational and Community Services

Acknowledgements

Thank you to the numerous young people in care, caregivers, lead hands, practitioners, supervisors, quality-assurance staff, and executive personnel who have contributed so much to the OnLAC project since the beginning. Your efforts have made the following presentation possible.

A special thanks to Maria Harlick at OACAS for her close collaboration on this project.

The collaboration and financial support of the Ontario Ministry of Children and Youth Services and the Ontario Association of Children's Aid Societies are gratefully acknowledged.

OACAS 2016 Service Framework for Child Welfare in Ontario

- Developed by OACAS Provincial Project Committee in consultation with child welfare practitioners and literature review of best practices nationally and internationally
- OACAS requested that the uOttawa OnLAC team use OnLAC data to illustrate through examples of how four Service Framework outcomes are being met

Four Outcomes of OACAS 2016 Service Framework for Child Welfare in Ontario

1. Children have a voice in their planning
2. Children develop resiliency as a result of having their needs met (through the OnLAC approach)*
3. Children experience increased protective factors (asset building) and reduced risk factors that contribute to improved-well-being
4. Indigenous children have the opportunity to know their culture and identity, connect with the land, and learn/speak their language

OnLAC-Service Framework variables are interconnected

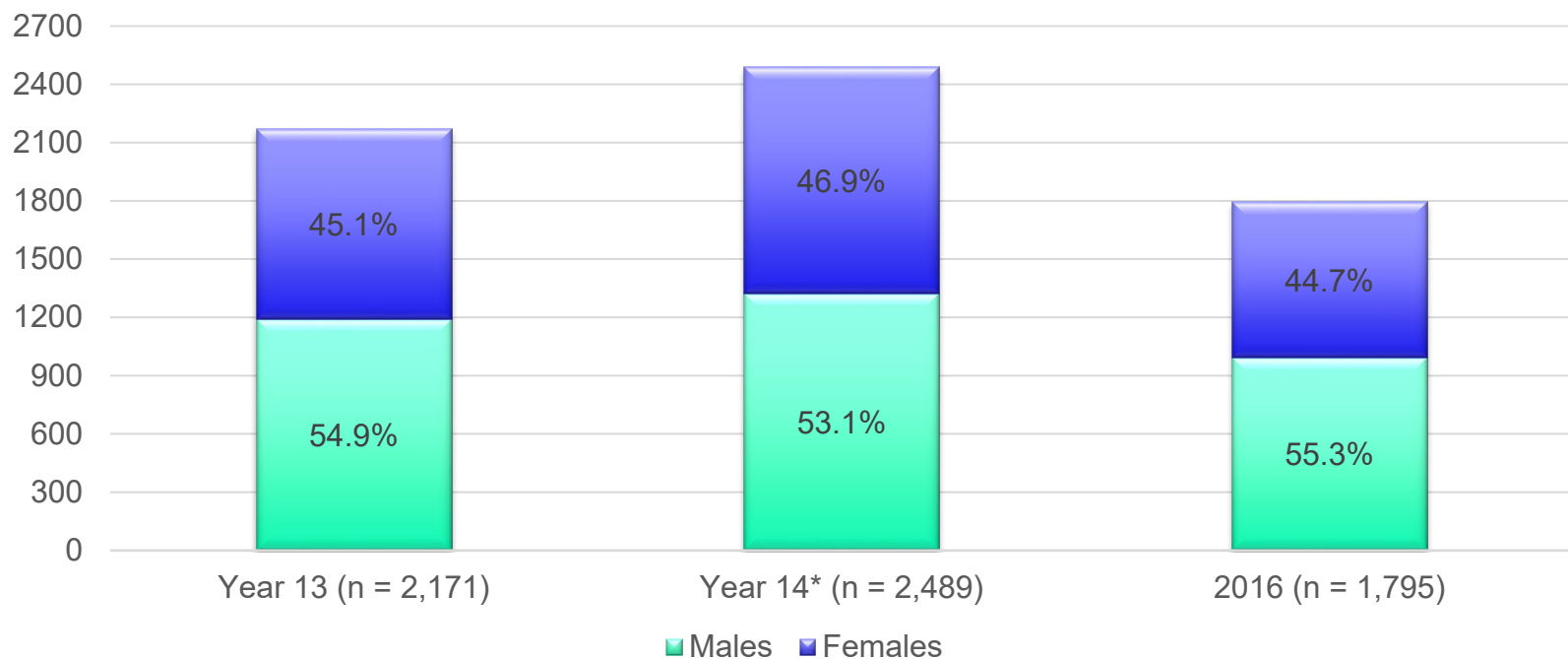
Tools to Accompany this Presentation

- S.O.A.R. handout
- Provincial reports for OnLAC Year 13 (2013-14), Year 14 (2014-15) and 2016: *Selected Variables from Ontario Looking After Children (OnLAC) Informing the Service Framework for Child Welfare in Ontario*
- Your agency report (2016)
- The OnLAC project bibliography
- *User's Manual for the AAR-C2-2016*
- *Ontario Looking After Children AAR Variables Relating to the 2016 Service Framework for Child Welfare in Ontario: A Living Document*

OUTCOME 1: CHILDREN HAVE A VOICE IN THEIR PLANNING

Outcome 1: Children have a voice in their planning

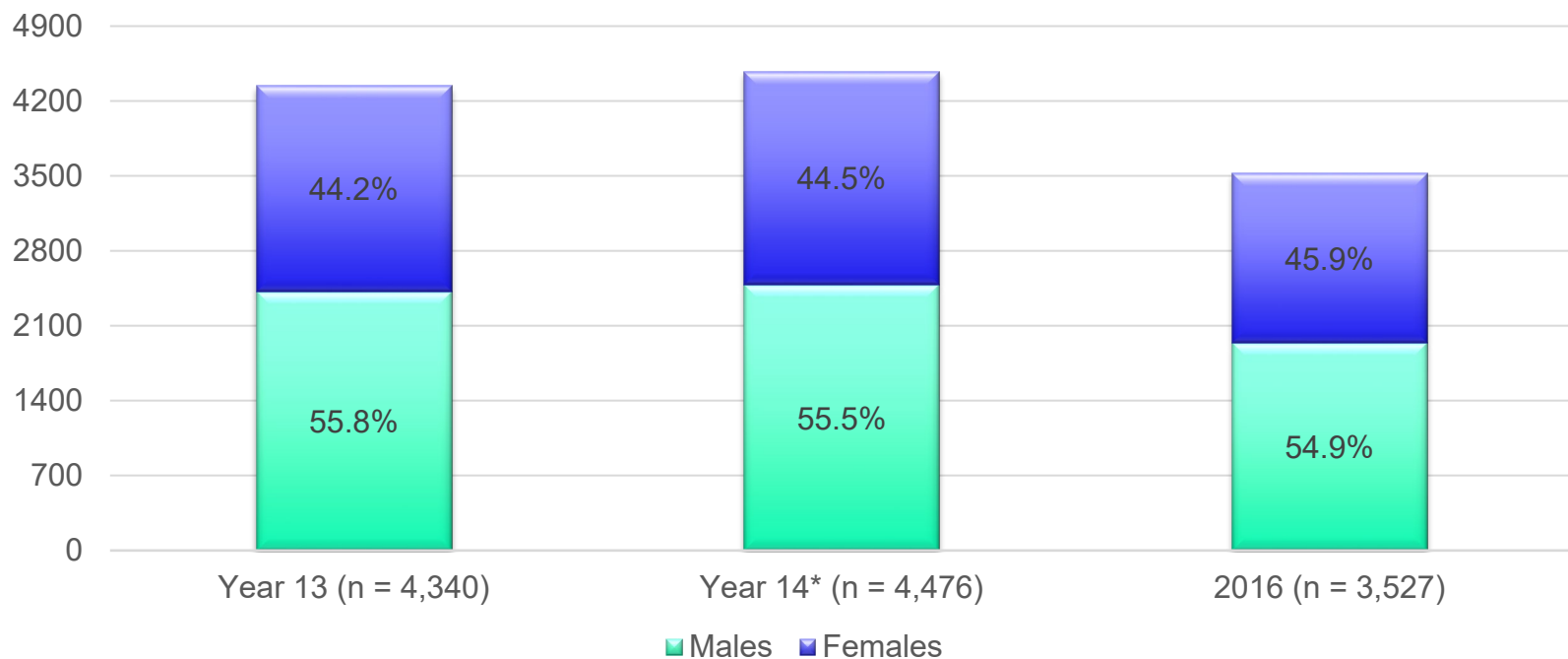
AARs completed, children aged 0-9 years



*Year 14 covered an 19-month period (June 2014 – December 2015) in order to move OnLAC to a calendar year

Outcome 1: Children have a voice in their planning

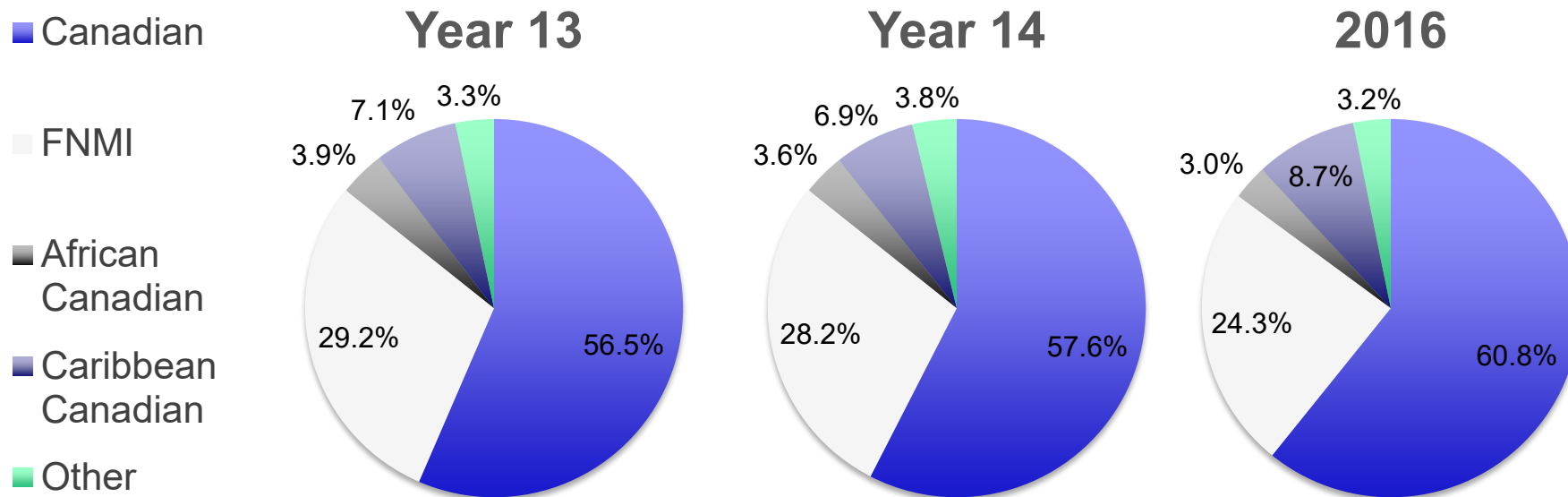
AARs completed, young people aged 10-17 years



*Year 14 covered an 19-month period (June 2014 – December 2015) in order to move OnLAC to a calendar year

Outcome 1: Children have a voice in their planning

Ethnicity of children aged 0-9 years

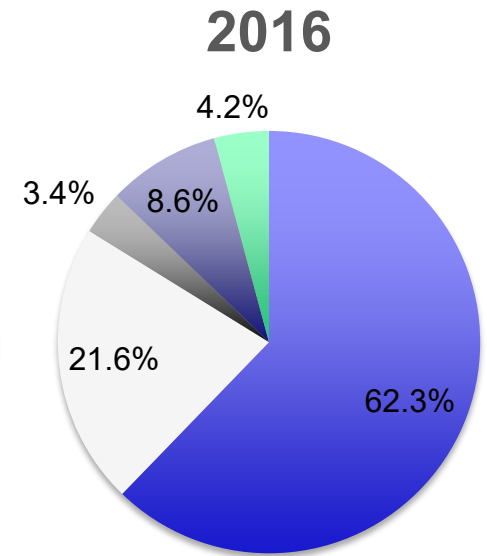
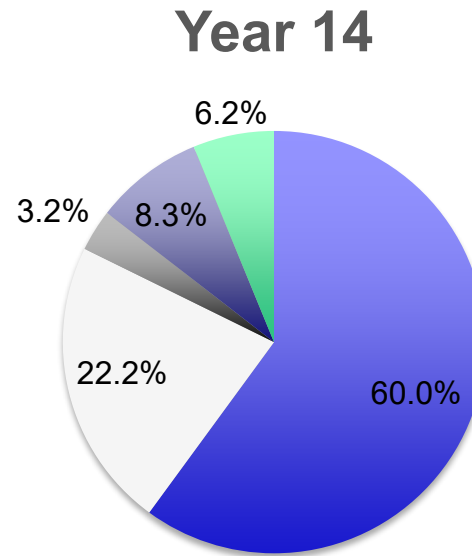
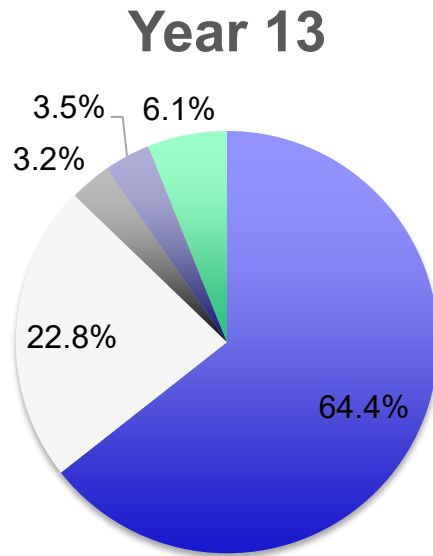


Caregiver-reported. Missing data = 2.5% - 3.3%.

Outcome 1: Children have a voice in their planning

Ethnicity of young people aged 10-17 years

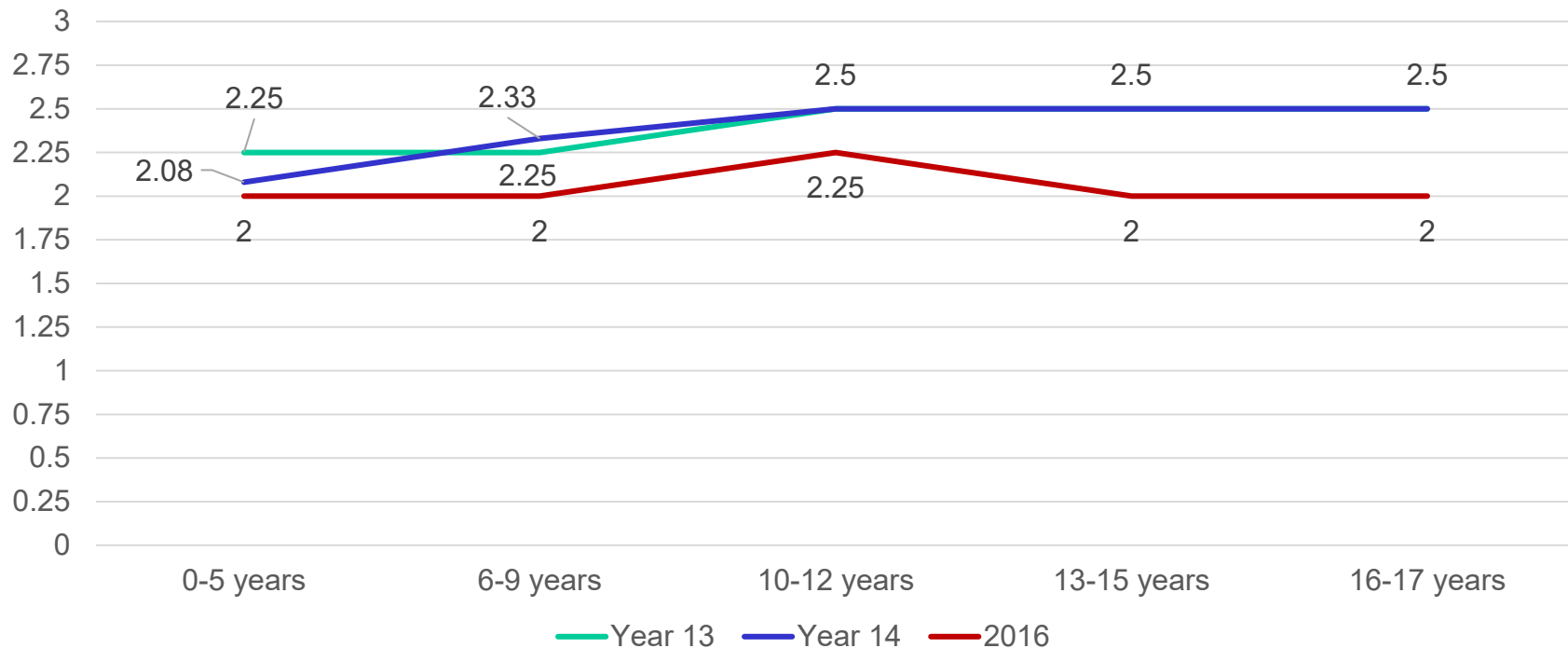
- Canadian
- FNMI
- African Canadian
- Caribbean Canadian
- Other



Young person-reported. Missing data = 9.5% - 12.2%.

Outcome 1: Children have a voice in their planning

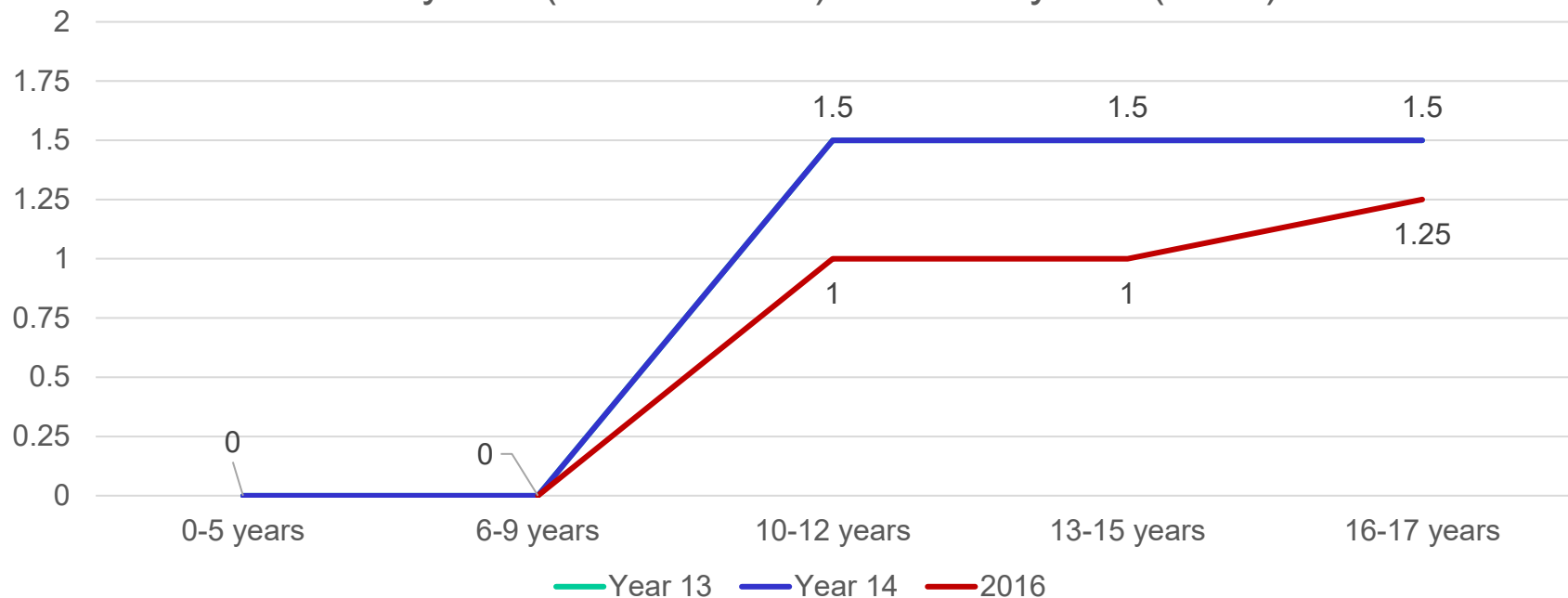
Median hours to complete the AAR, children & young people aged 0-17 years



Year 13 & 14 – AAR-C2-2010, 2016 – AAR-C2-2016

Outcome 1: Children have a voice in their planning

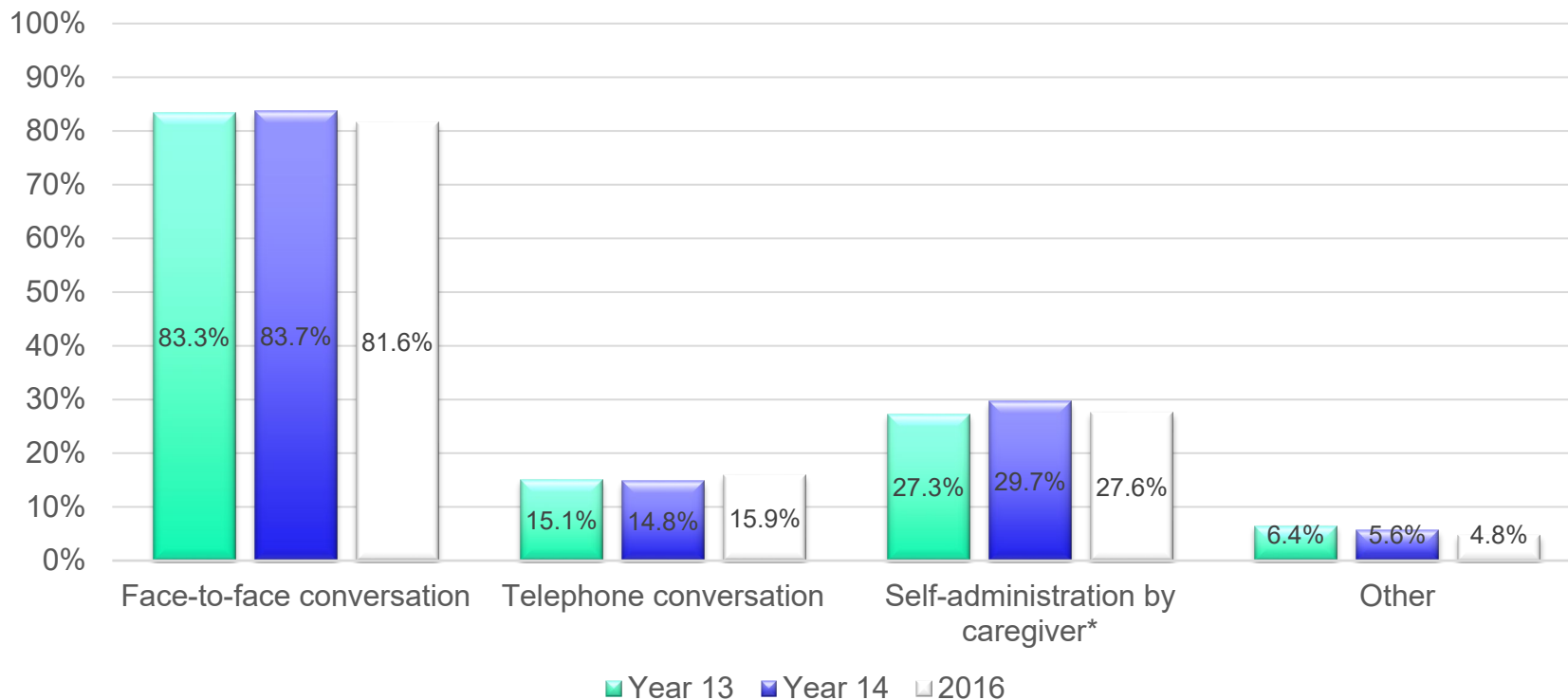
Median hours child/young person participated in AAR completion, children & young people aged 0-17 years (Year 13 & 14) and 6-17 years (2016)



Year 13 & 14 – AAR-C2-2010, 2016 – AAR-C2-2016

Outcome 1: Children have a voice in their planning

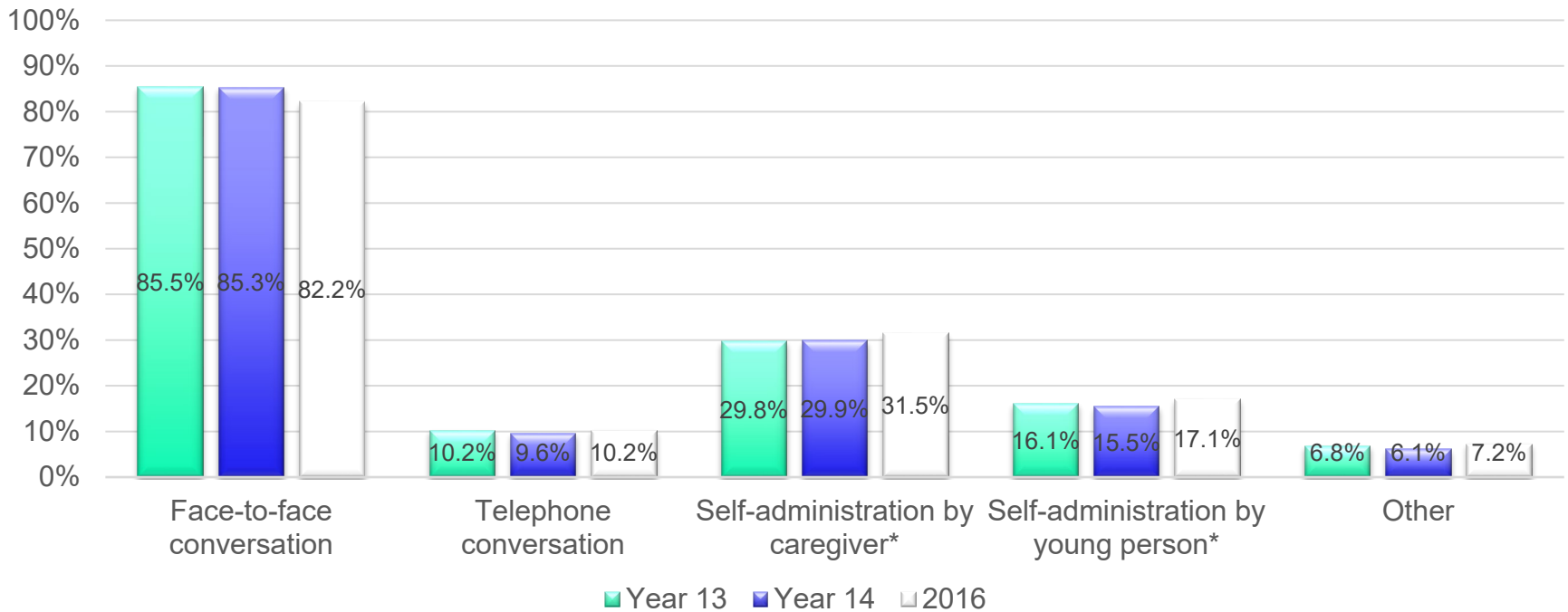
Method of AAR completion, children aged 0-9 years



*Paper or electronic AAR

Outcome 1: Children have a voice in their planning

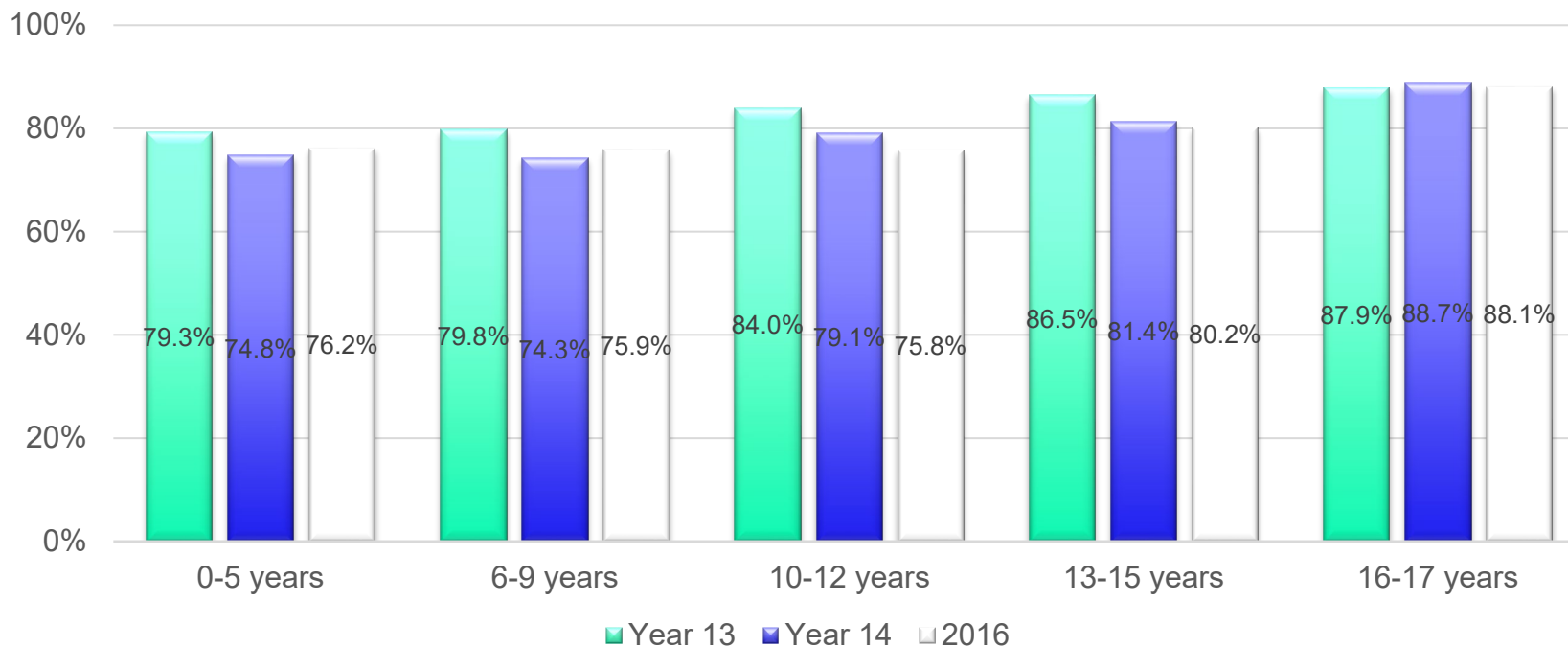
Method of AAR completion, young people aged 10-17 years



*Paper or electronic AAR

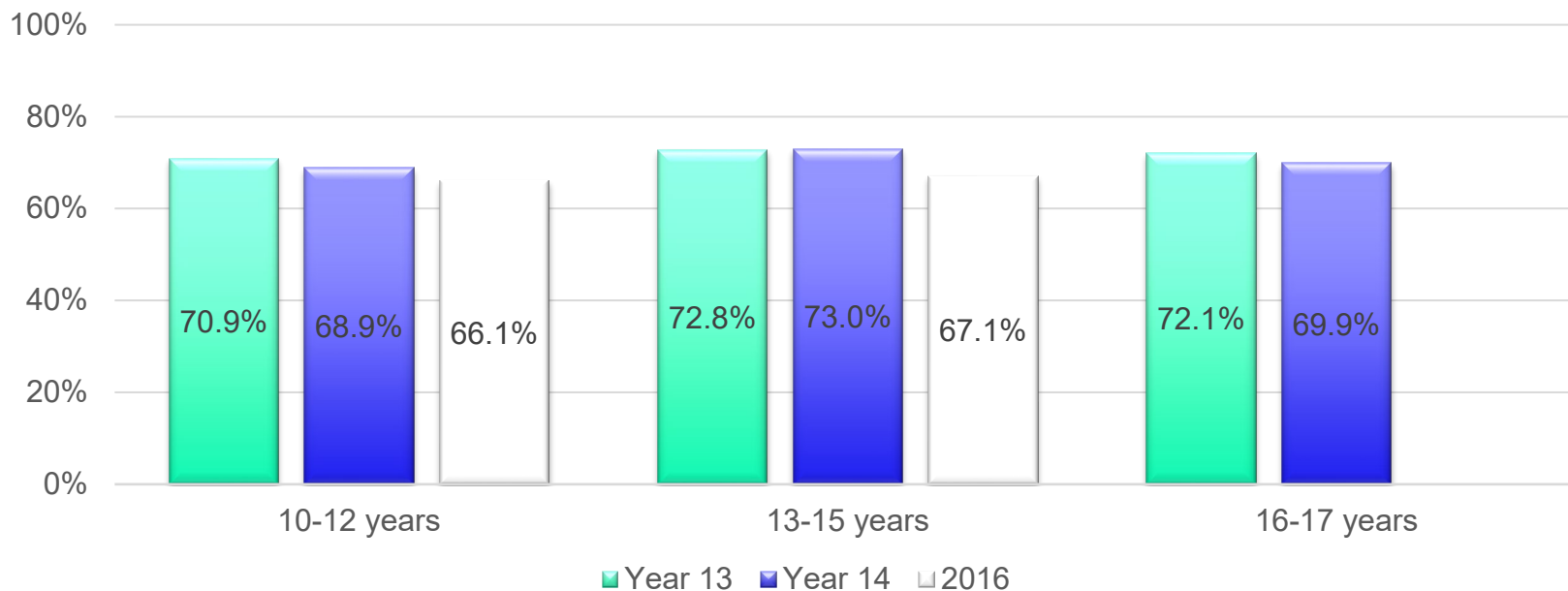
Outcome 1: Children have a voice in their planning

Children and young people aged 10-17 years with a permanency plan



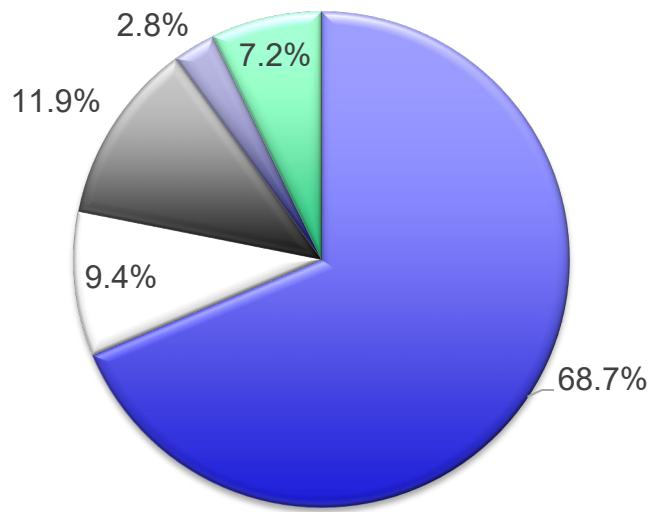
Outcome 1: Children have a voice in their planning

“I have had a say in things that affect my life”, young people aged 10-17 years (Year 13 & 14) and 10-15 years (2016)



Outcome 1: Children have a voice in their planning

“I know what my legal permanency goal is” young people aged 16-17 years, 2016



■ Yes
 ■ Mostly yes
 ■ Somewhat
 ■ Mostly no
 ■ No

Outcome 1: Children have a voice in their planning

Questions for discussion with regard to this outcome:

- ❖ **STRENGTHS:** What is your agency doing really well (assets, capabilities, accomplishments)?
- ❖ **OPPORTUNITIES:** What opportunities does your agency have to improve upon this outcome? How can weaknesses be reframed into possibilities?
- ❖ **ASPIRATIONS:** What would the ideal of this outcome look like at your agency?
- ❖ **RESULTS:** What other *measurable* items could help to demonstrate in the future how this outcome and other related aspirations are being met?

OUTCOMES 2 & 3: CHILDREN DEVELOP RESILIENCY AND EXPERIENCE INCREASED PROTECTIVE FACTORS AND REDUCED RISK FACTORS

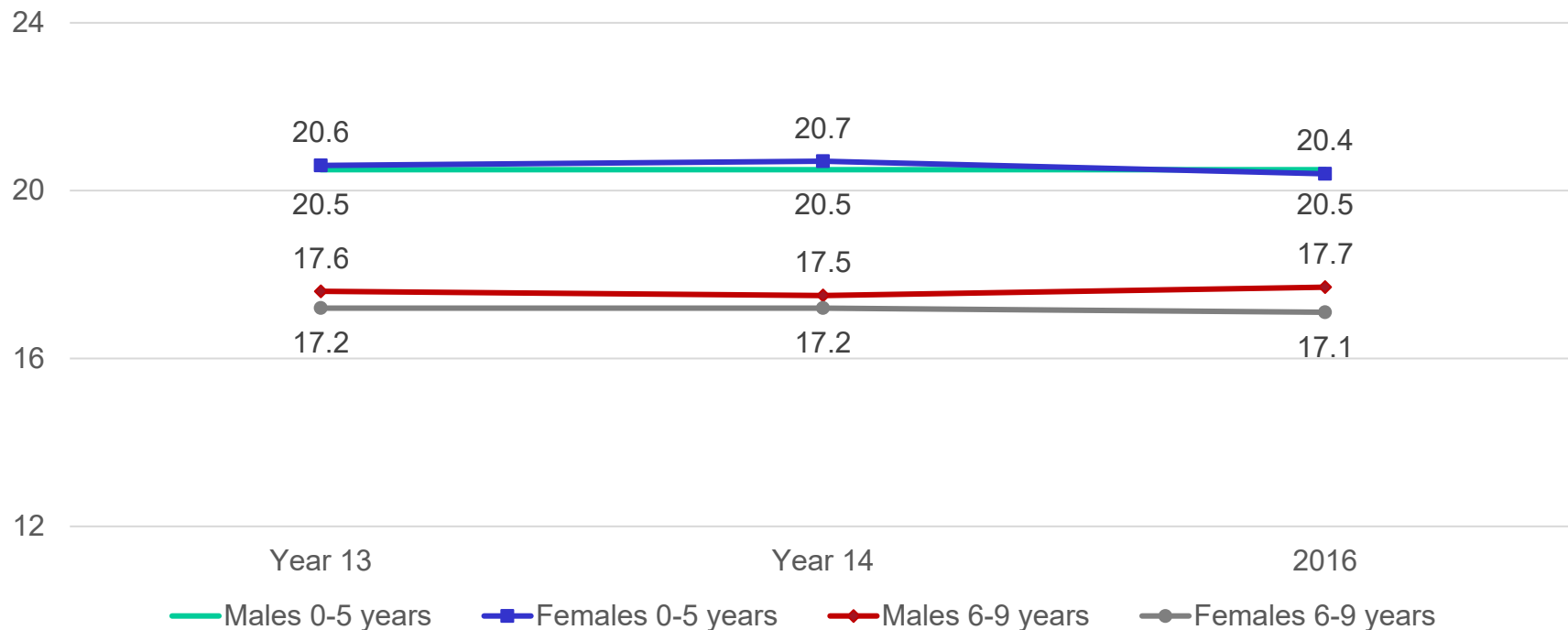
Resilience

“The capacity of a dynamic system to adapt successfully to disturbances that threaten system function, viability, or development.” – Masten, *Ordinary Magic*, 2014

That is, good adaptation (doing at least “OK” or better) in the face of adversity, in a given domain.

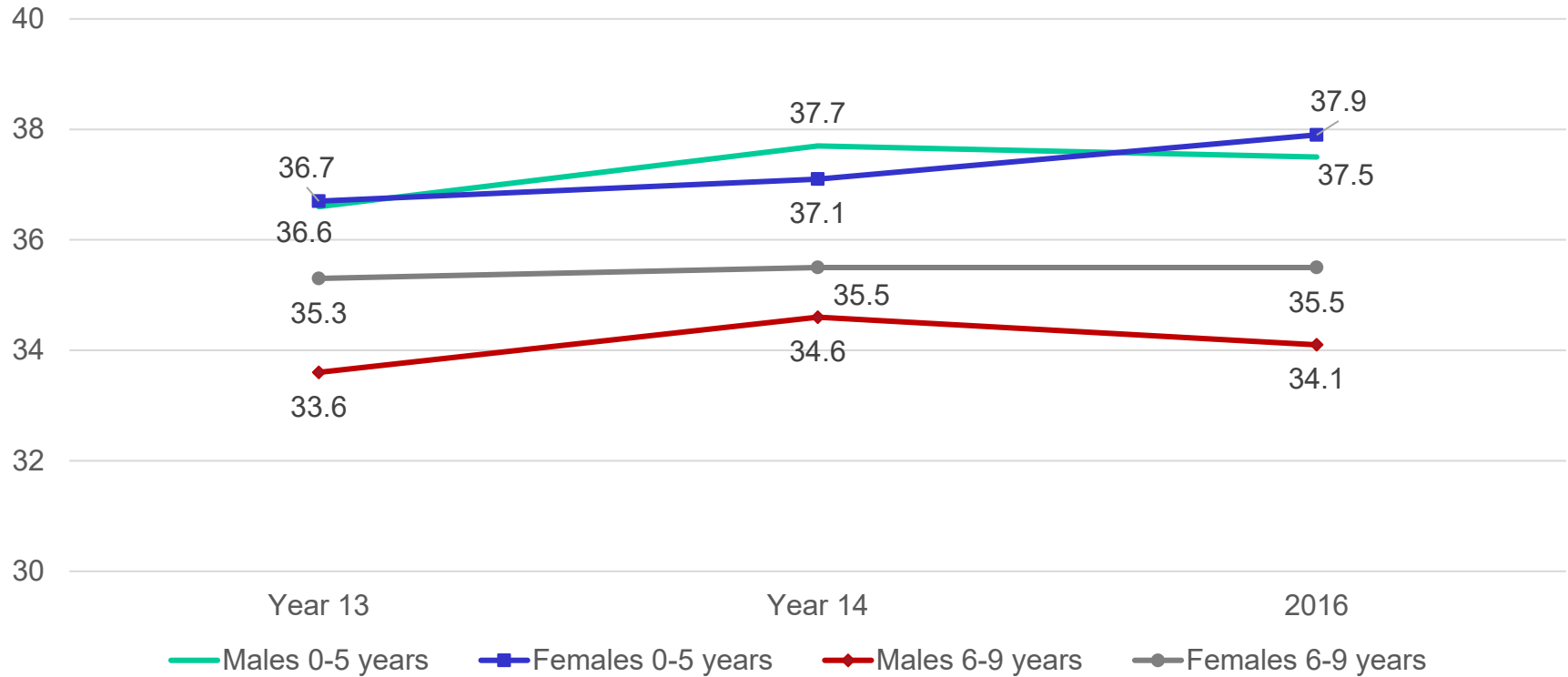
Outcomes 2 & 3: Resilience and well-being

Positive parenting practices, as reported by caregivers of children aged 0-9 years



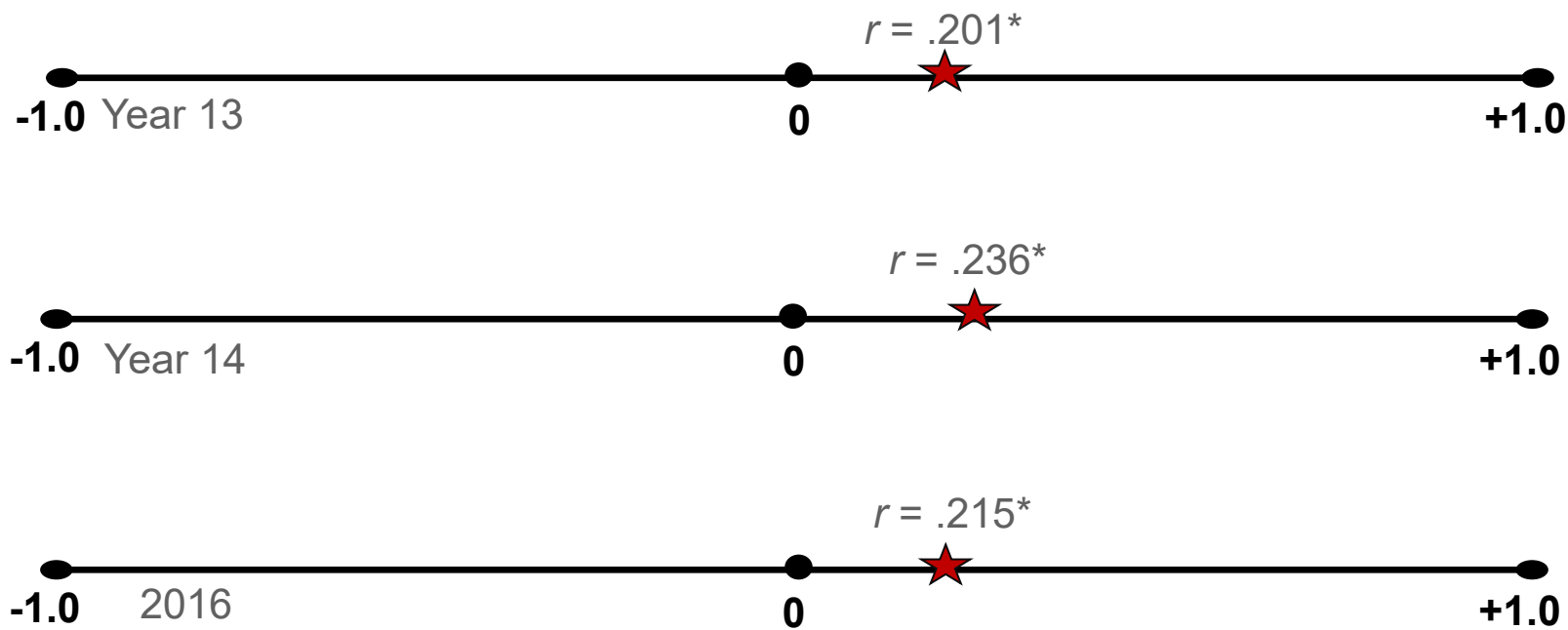
Outcomes 2 & 3: Resilience and well-being

Total developmental assets, children aged 0-9 years



Outcomes 2 & 3: Resilience and well-being

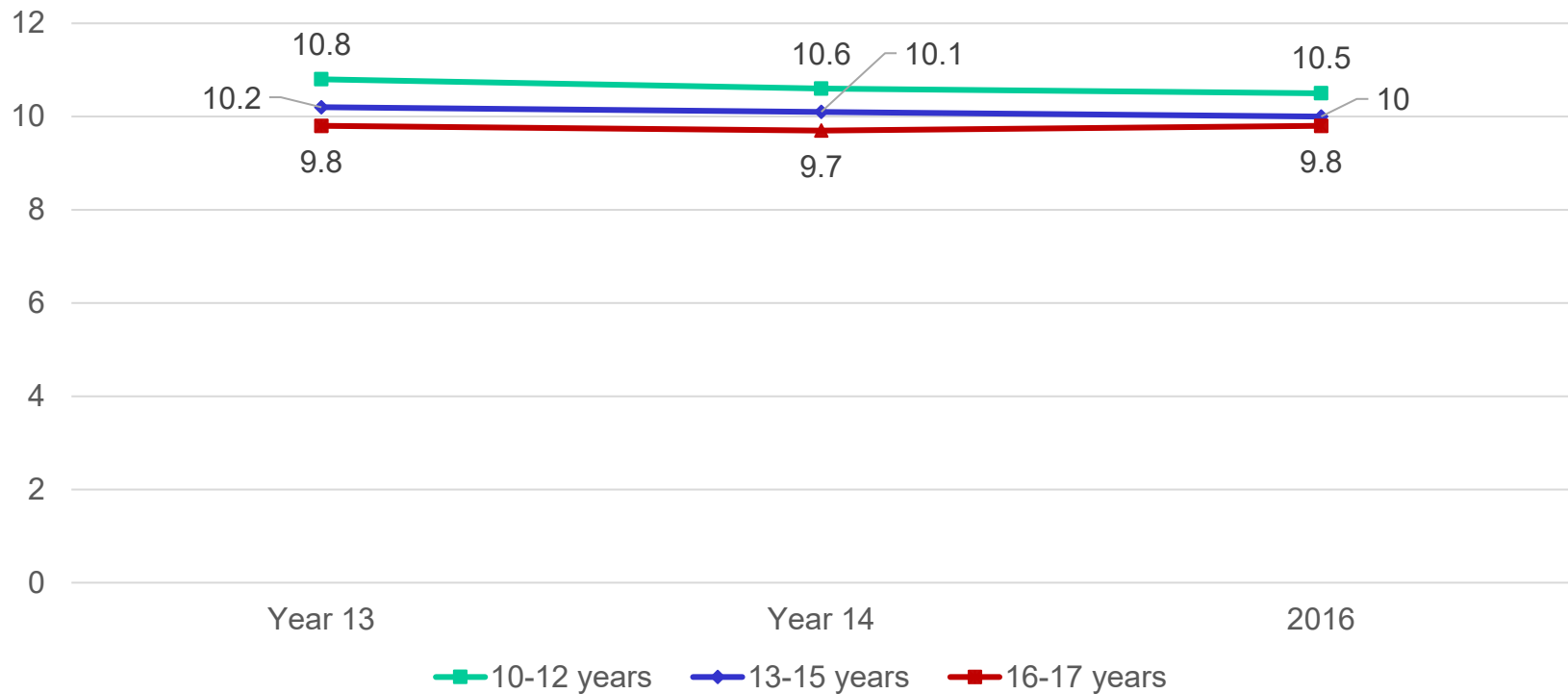
Correlation of positive parenting practices and total developmental assets, children aged 0-9 years



*Significant at the 0.01 level

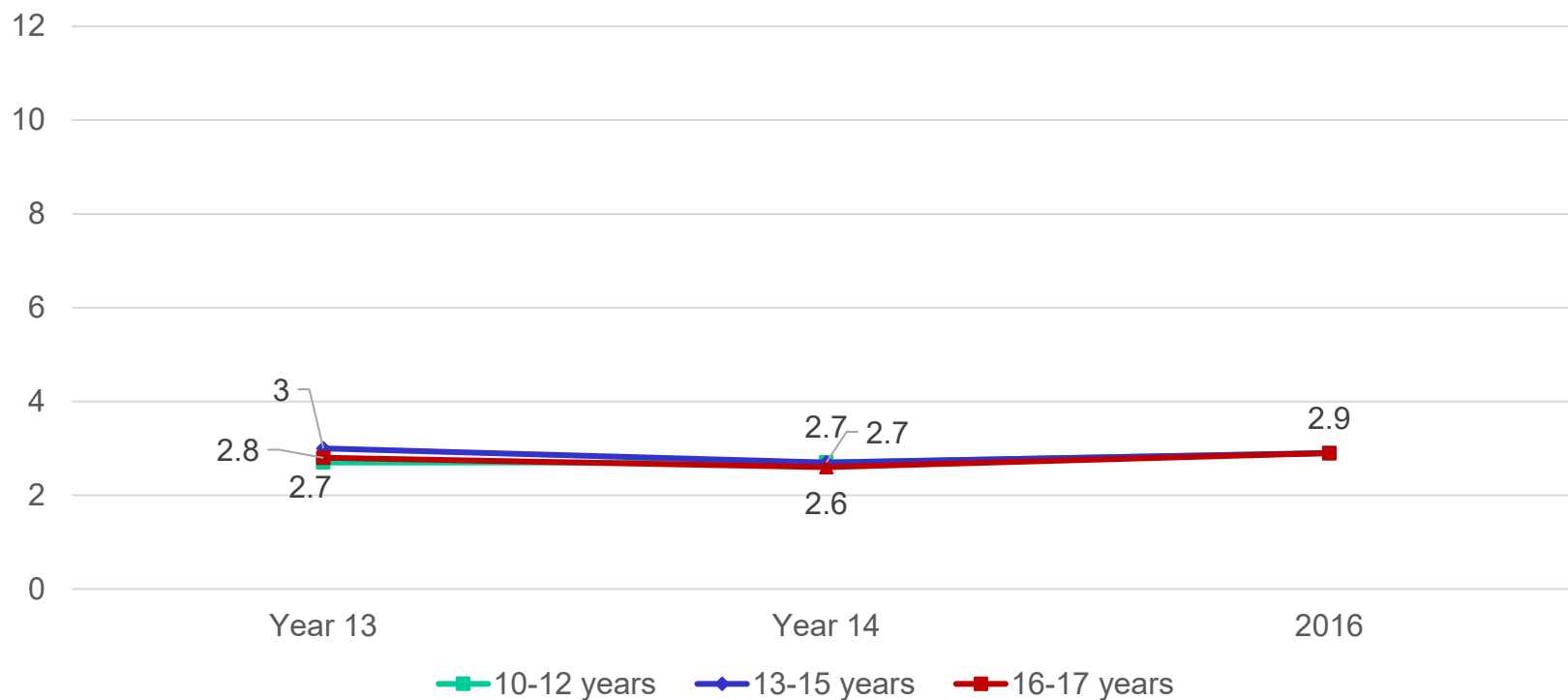
Outcomes 2 & 3: Resilience and well-being

Positive parenting as reported by young people aged 10-17 years



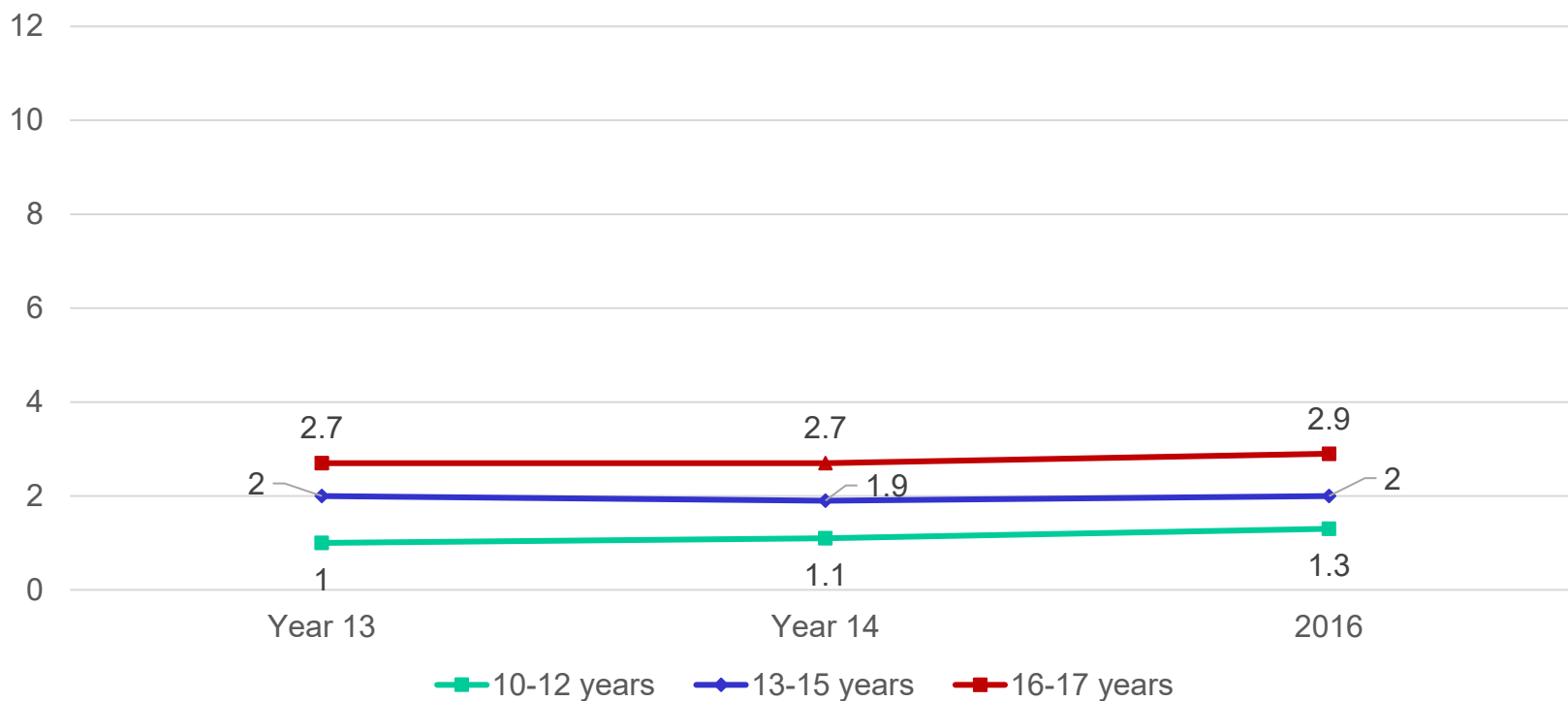
Outcomes 2 & 3: Resilience and well-being

Inconsistent discipline as reported by young people aged 10-17 years



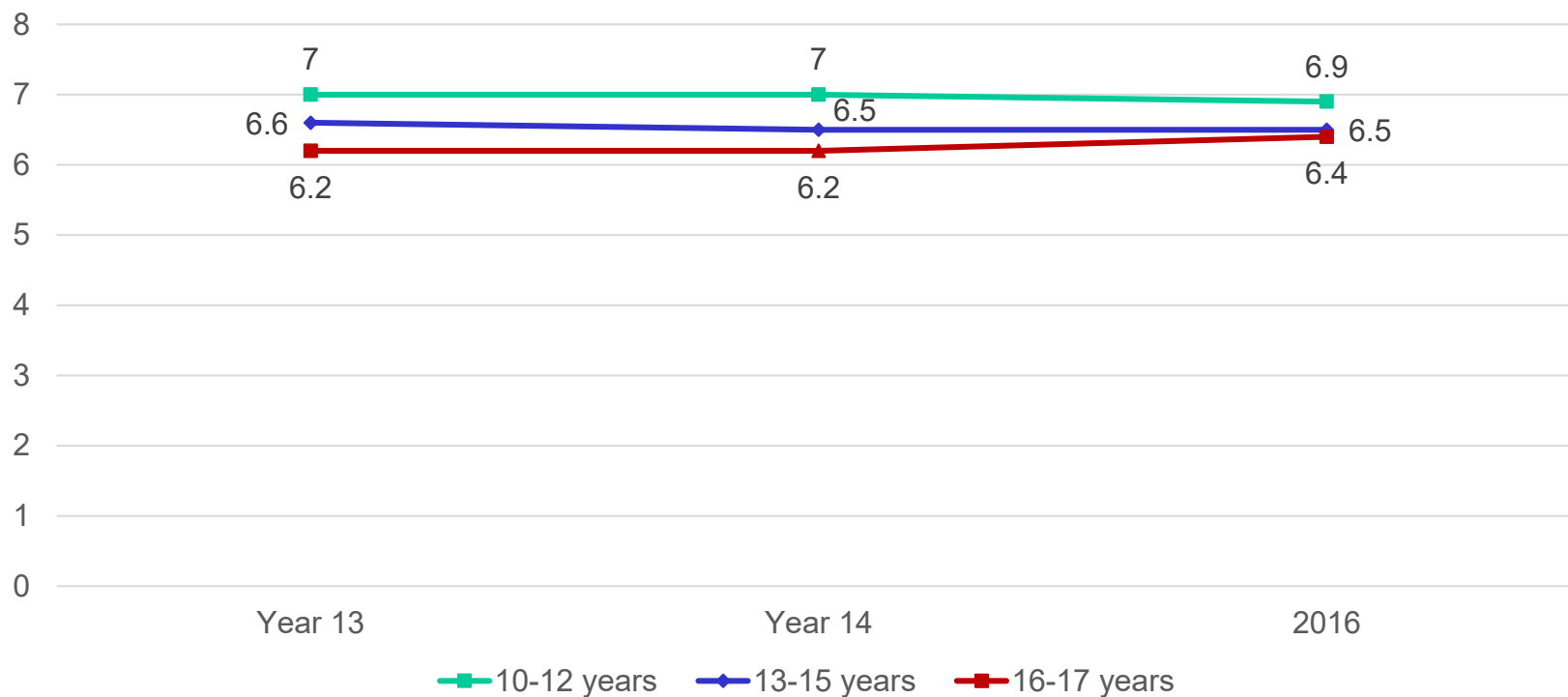
Outcomes 2 & 3: Resilience and well-being

Poor supervision as reported by young people aged 10-17 years



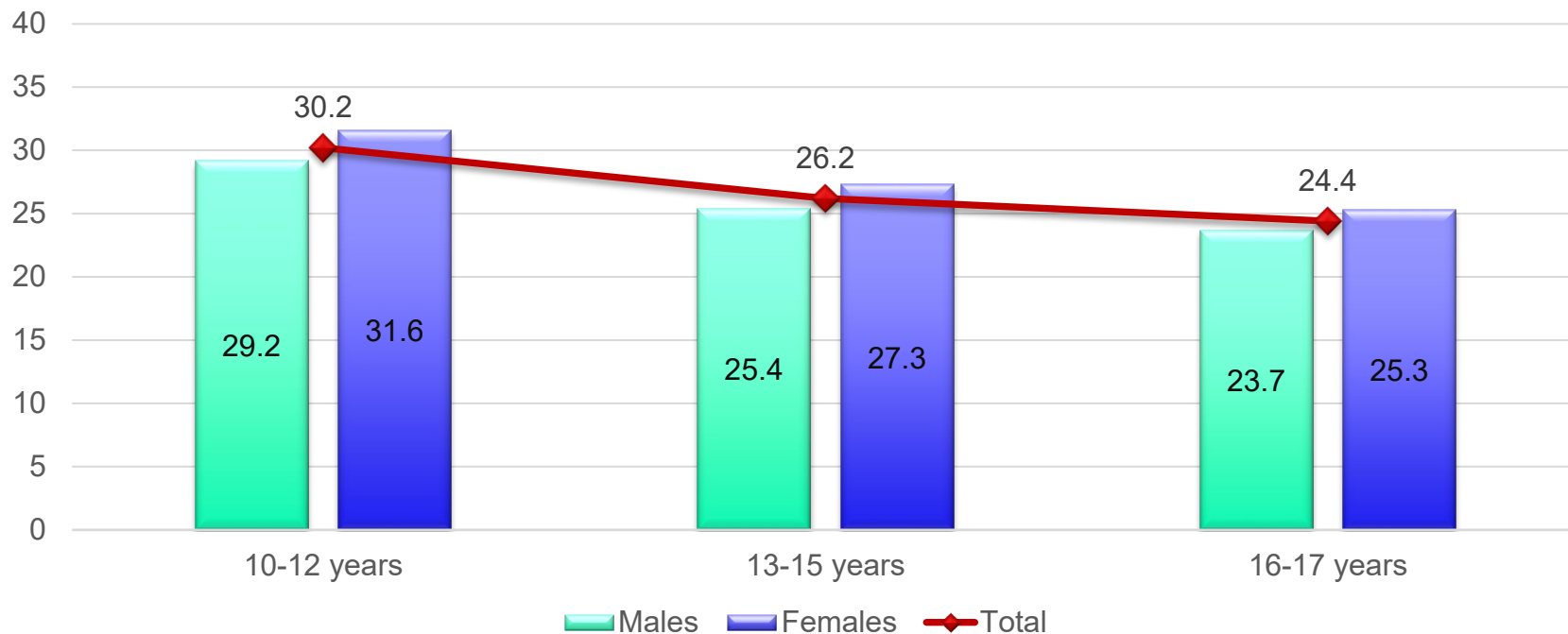
Outcomes 2 & 3: Resilience and well-being

Relationship with primary caregiver as reported by young people aged 10-17 years



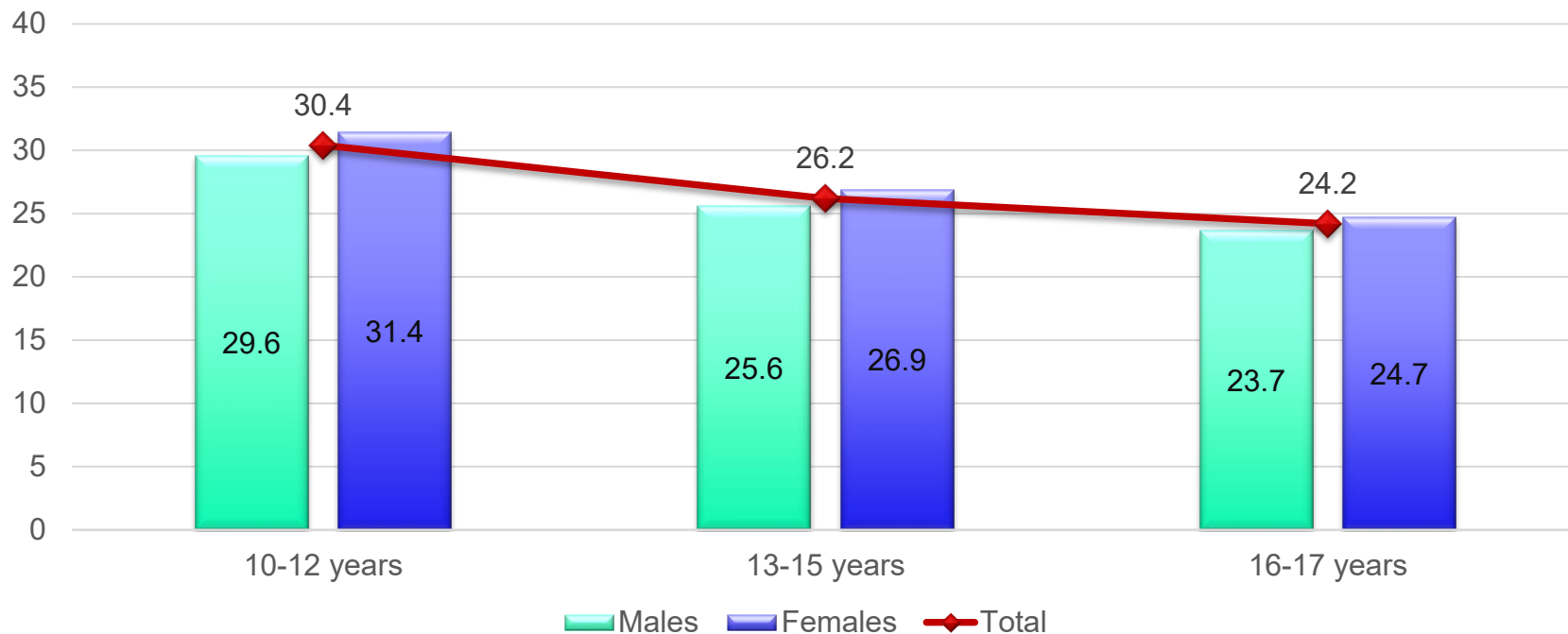
Outcomes 2 & 3: Resilience and well-being

Total developmental assets, young people aged 10-17 years (Year 13)



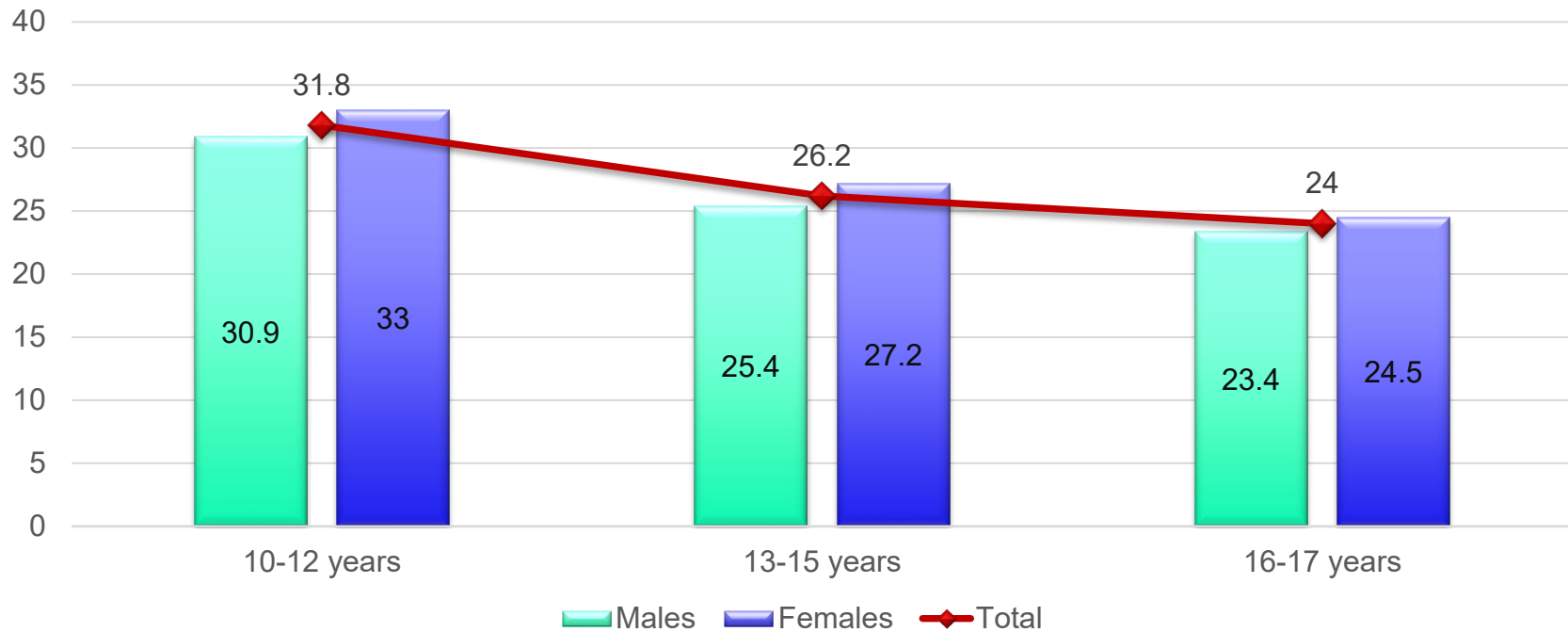
Outcomes 2 & 3: Resilience and well-being

Total developmental assets, young people aged 10-17 years (Year 14)



Outcomes 2 & 3: Resilience and well-being

Total developmental assets, young people aged 10-17 years (2016)



Outcomes 2 & 3: Resilience and well-being

Correlations, resilience and well-being measures,
young people aged 10-17 years, Year 13

	Positive Parenting	Inconsistent Discipline	Poor Supervision	Relationship w/ Caregiver	Developmental Assets
Positive Parenting	1.0				
Inconsistent Discipline	-.050	1.0			
Poor Supervision	-.244	.306	1.0		
Relationship with Caregiver	.577	-.036	-.253	1.0	
Developmental Assets	.222	-.102	-.295	.287	1.0

Significant at the 0.01 level

Significant at the 0.05 level

Outcomes 2 & 3: Resilience and well-being

Correlations, resilience and well-being measures, young people aged 10-17 years, Year 14

	Positive Parenting	Inconsistent Discipline	Poor Supervision	Relationship w/ Caregiver	Developmental Assets
Positive Parenting	1.0				
Inconsistent Discipline	-.028	1.0			
Poor Supervision	-.230	.288	1.0		
Relationship with Caregiver	.601	-.042	-.271	1.0	
Developmental Assets	.227	-.027	-.242	.301	1.0

Significant at the 0.01 level

Significant at the 0.05 level

Outcomes 2 & 3: Resilience and well-being

Correlations, resilience and well-being measures,
young people aged 10-17 years, 2016

	Positive Parenting	Inconsistent Discipline	Poor Supervision	Relationship w/ Caregiver	Developmental Assets
Positive Parenting	1.0				
Inconsistent Discipline	-.044	1.0			
Poor Supervision	-.213	.290	1.0		
Relationship with Caregiver	.611	-0.005	-.213	1.0	
Developmental Assets	.235	-.042	-.250	.284	1.0

Significant at the 0.01 level

Significant at the 0.05 level

Outcome 2: Children develop resiliency as a result of having their needs met

Outcome 3: Children experience increased protective factors and reduced risk factors that contribute to improved well-being

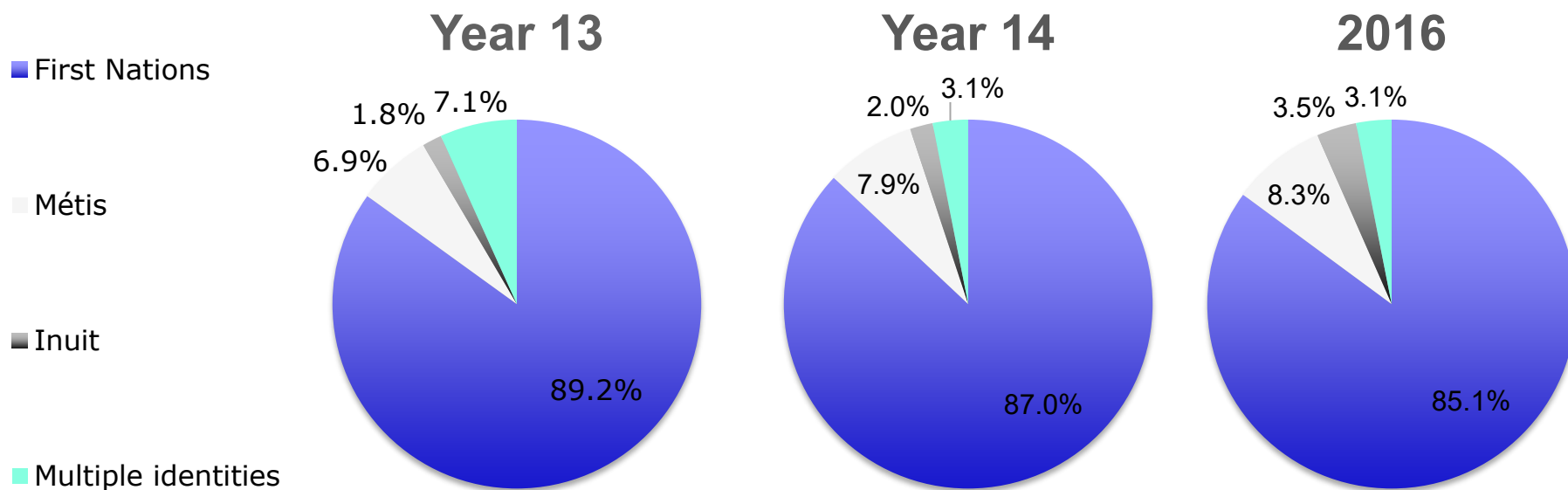
Questions for discussion with regard to these outcomes:

- ❖ **STRENGTHS:** What is your agency doing really well (assets, capabilities, accomplishments)?
- ❖ **OPPORTUNITIES:** What opportunities does your agency have to improve upon these outcomes? How can weaknesses be reframed into possibilities?
- ❖ **ASPIRATIONS:** What would the ideal of these outcomes look like at your agency?
- ❖ **RESULTS:** What other *measurable* items could help to demonstrate in the future how these outcomes and other related aspirations are being met?

**OUTCOME 4: INDIGENOUS CHILDREN
HAVE THE OPPORTUNITY TO KNOW
THEIR CULTURE AND IDENTITY,
CONNECT WITH THE LAND, AND
LEARN/SPEAK THEIR LANGUAGE**

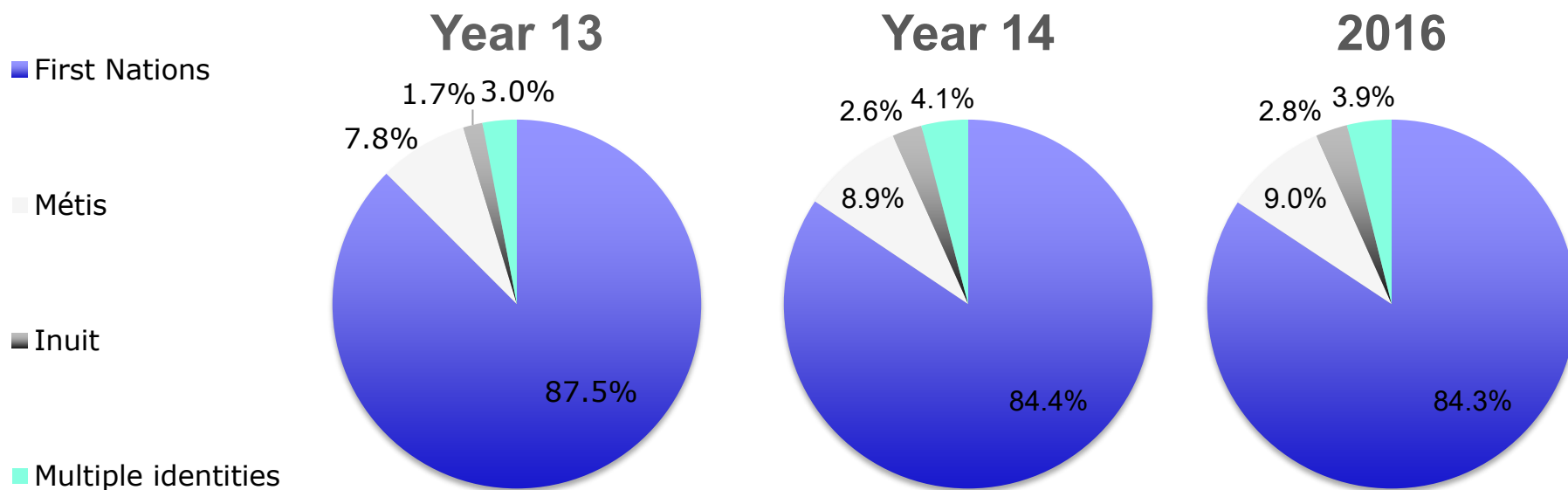
Outcome 4: Indigenous children's opportunities for connection to their culture and identity

FNMI children aged 0-9 years



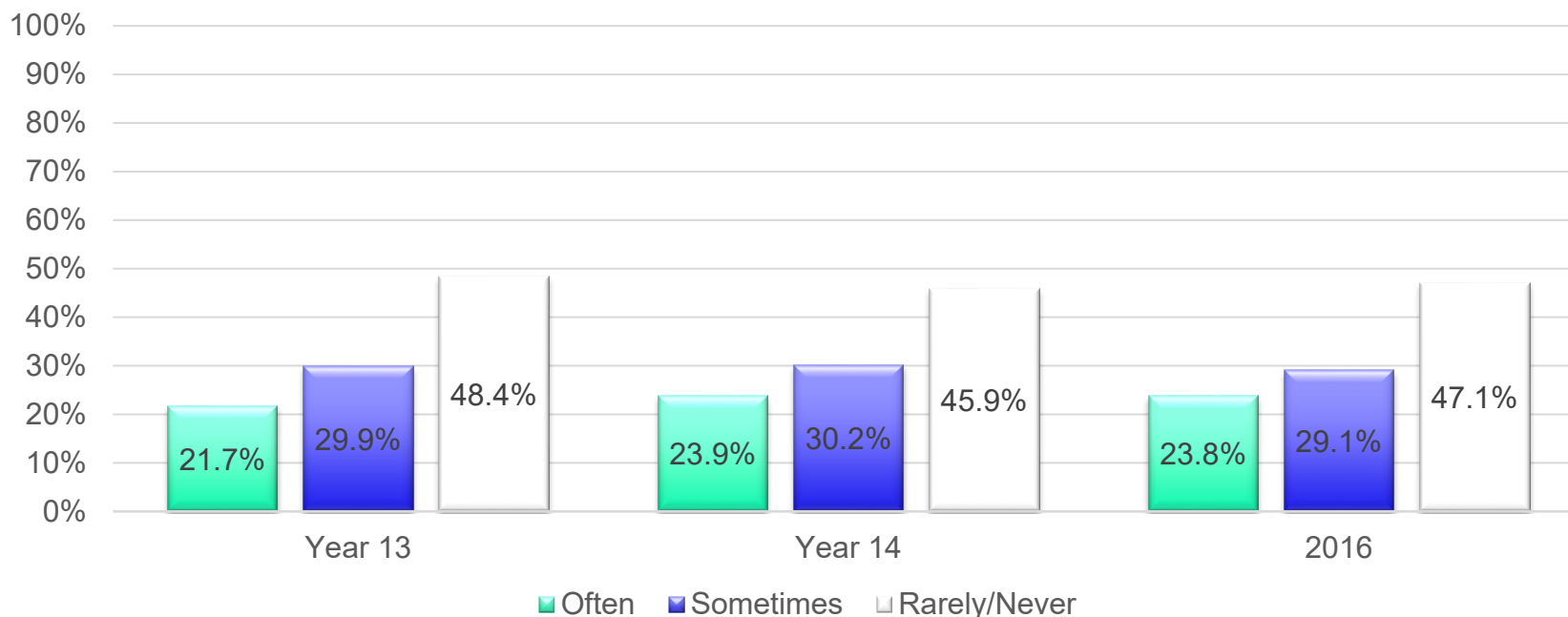
Outcome 4: Indigenous children's opportunities for connection to their culture and identity

FNMI children aged 10-17 years



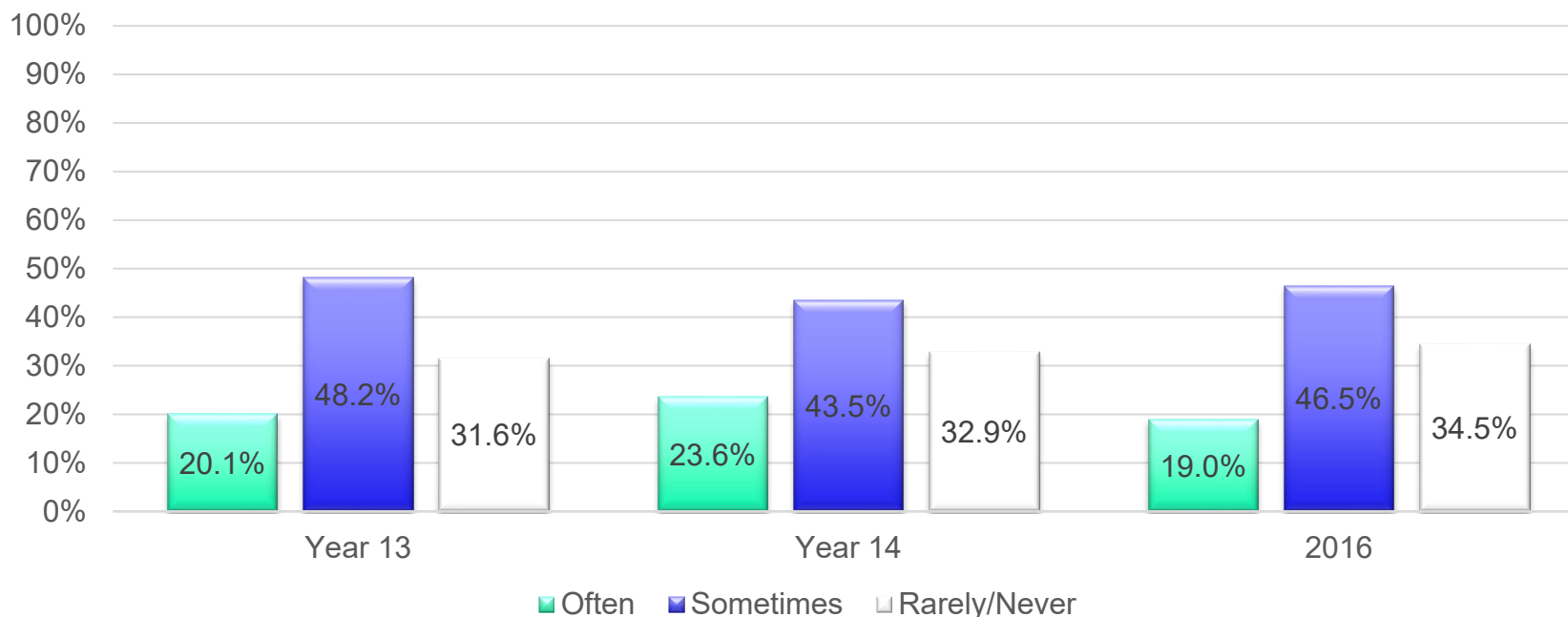
Outcome 4: Indigenous children's opportunities for connection to their culture and identity

Children aged 0-9 years:
Does the child visit or meet with people from his/her own FNMI community?



Outcome 4: Indigenous children's opportunities for connection to their culture and identity

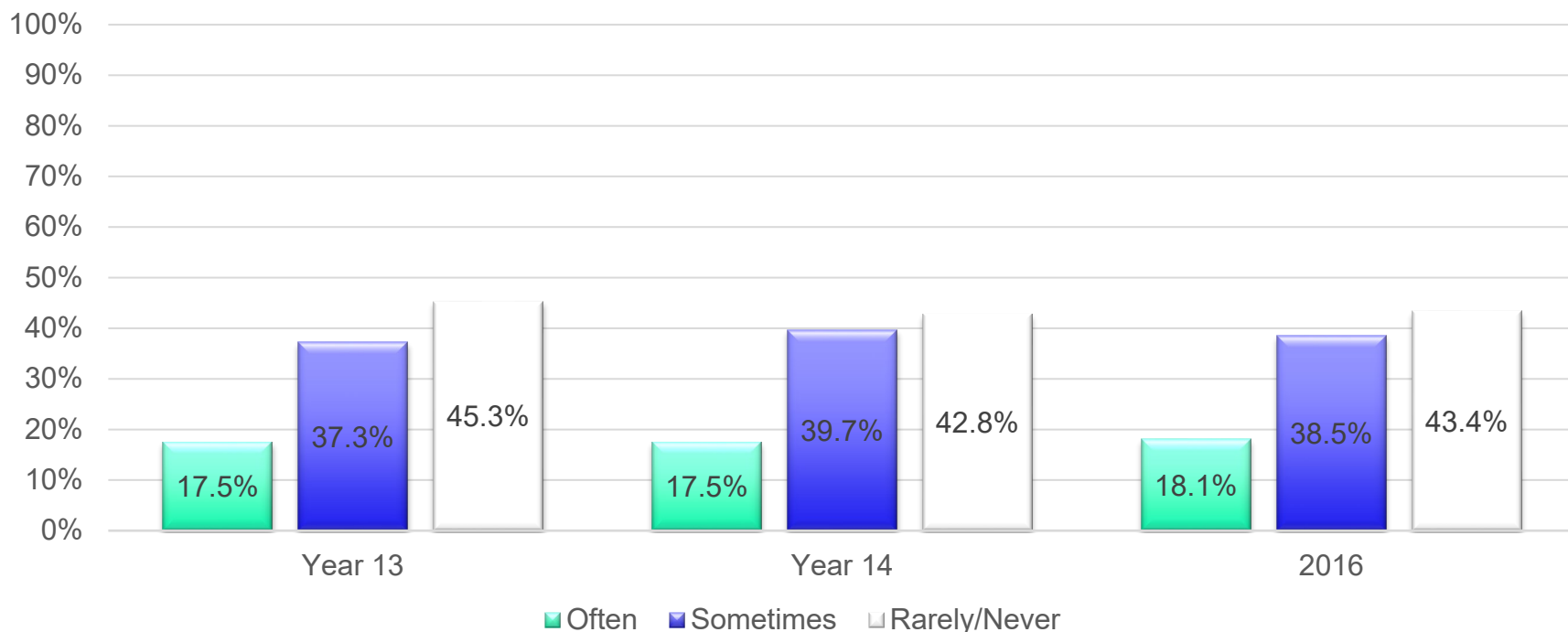
Children aged 0-9 years:
Does the child learn about traditional teachings, customs, or ceremonies?



Outcome 4: Indigenous children's opportunities for connection to their culture and identity

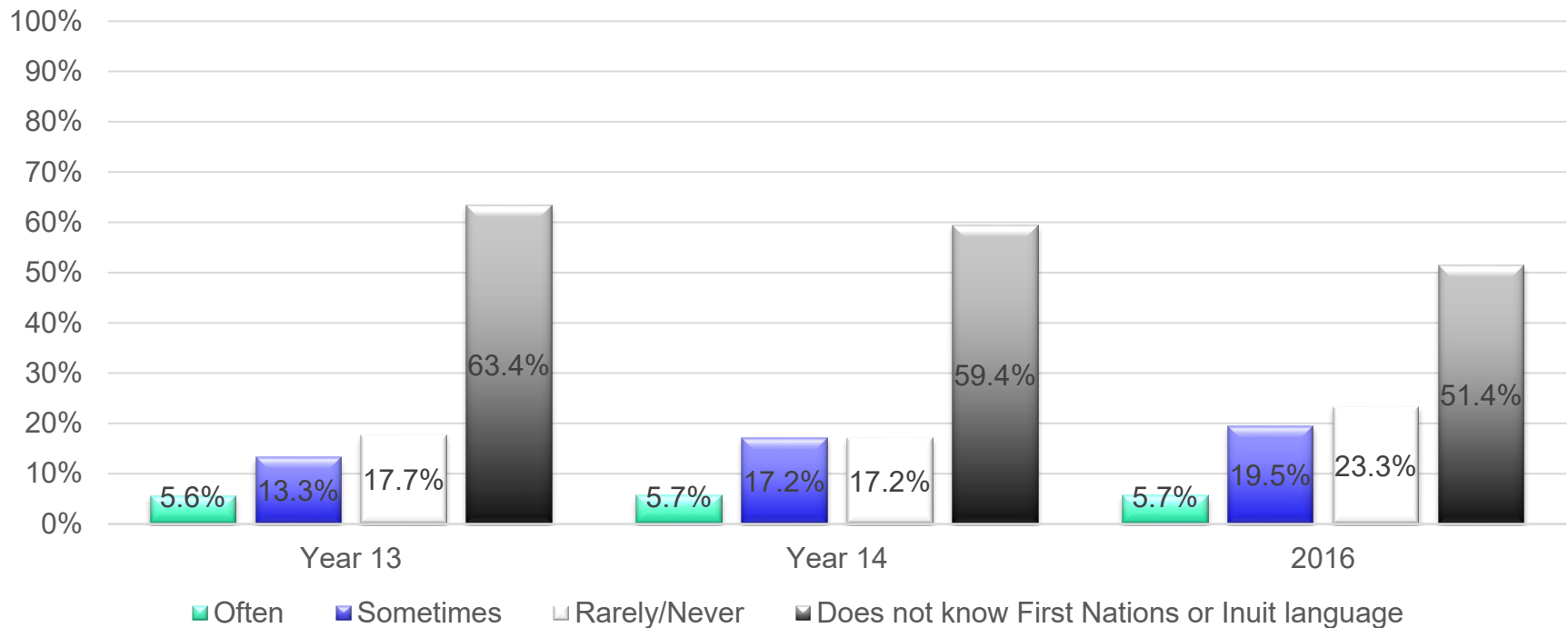
Children aged 0-9 years:

Does the child participate in his/her own FNMI community events, activities, traditional meals, and ceremonies?



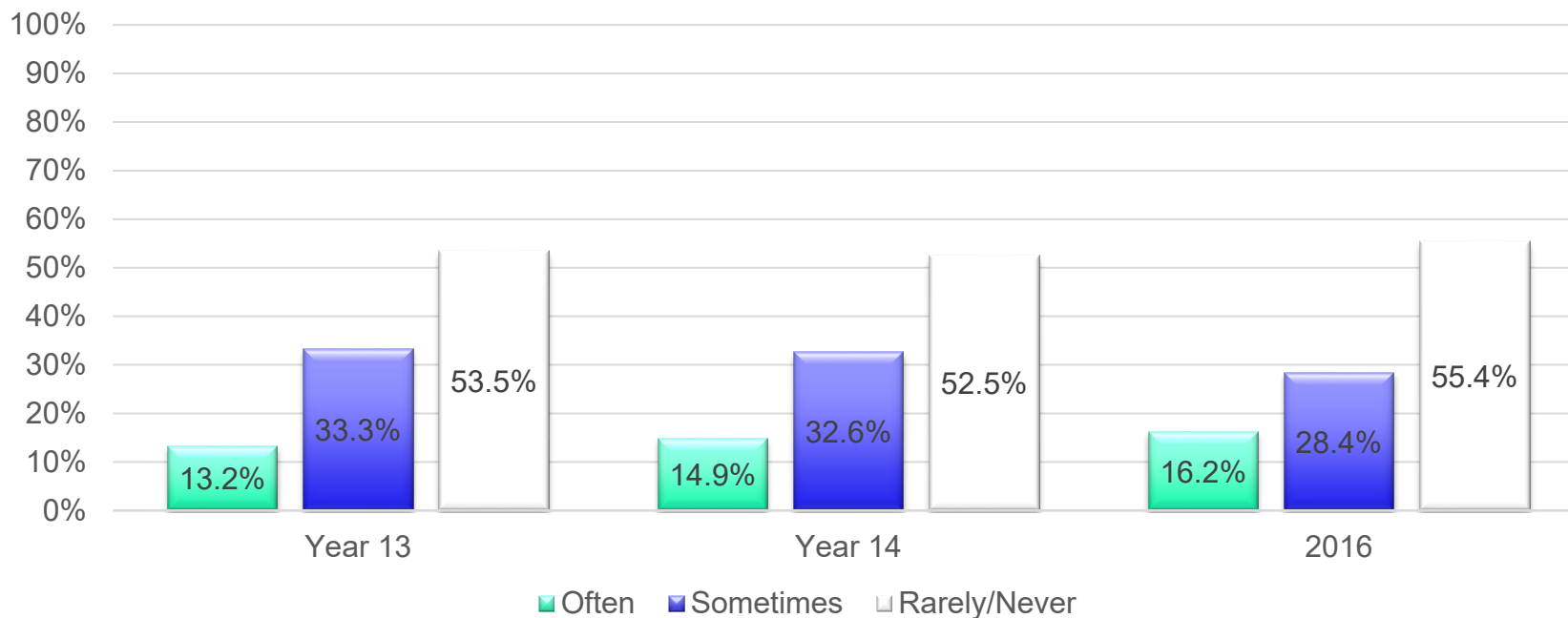
Outcome 4: Indigenous children's opportunities for connection to their culture and identity

First Nations and Inuit children aged 0-9 years:
How often is the child exposed to (does the child speak) his/her own First Nations or Inuit language?



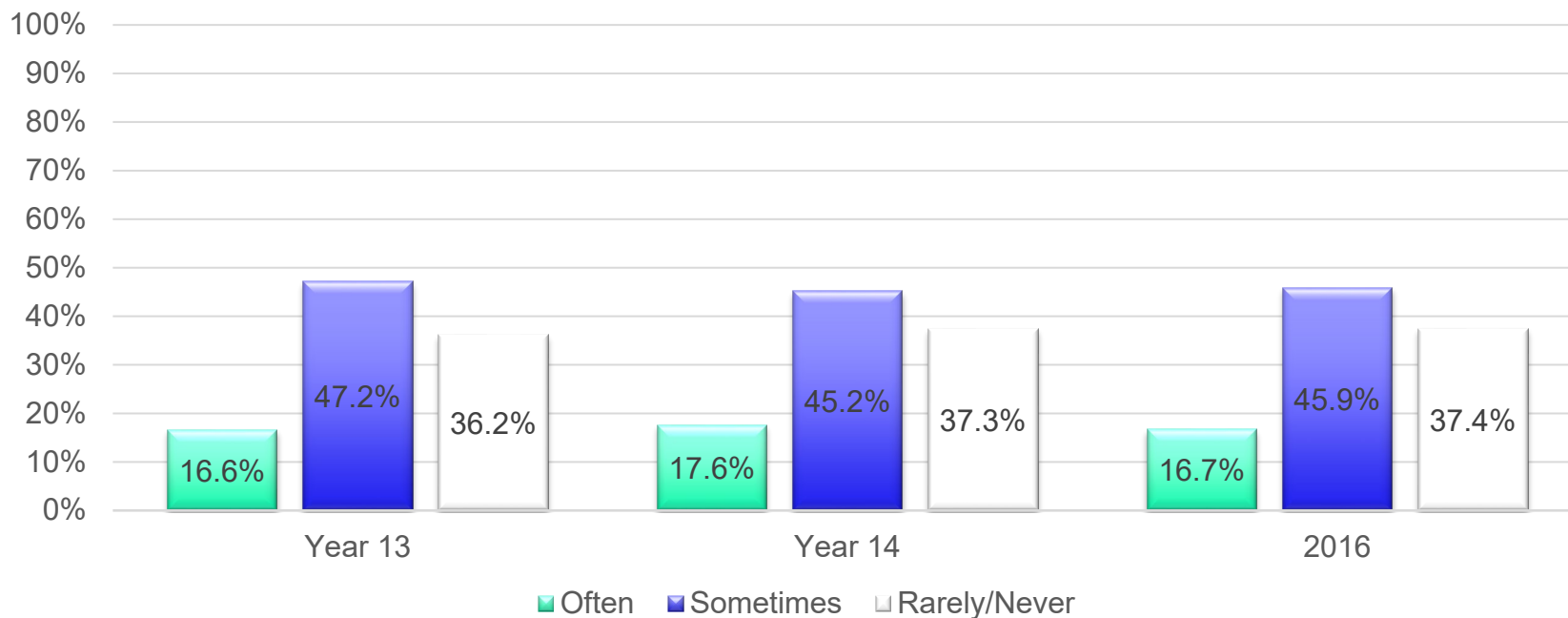
Outcome 4: Indigenous children's opportunities for connection to their culture and identity

Young people aged 10-17 years:
Do you (the young person) visit or meet with people from your own FNMI community?



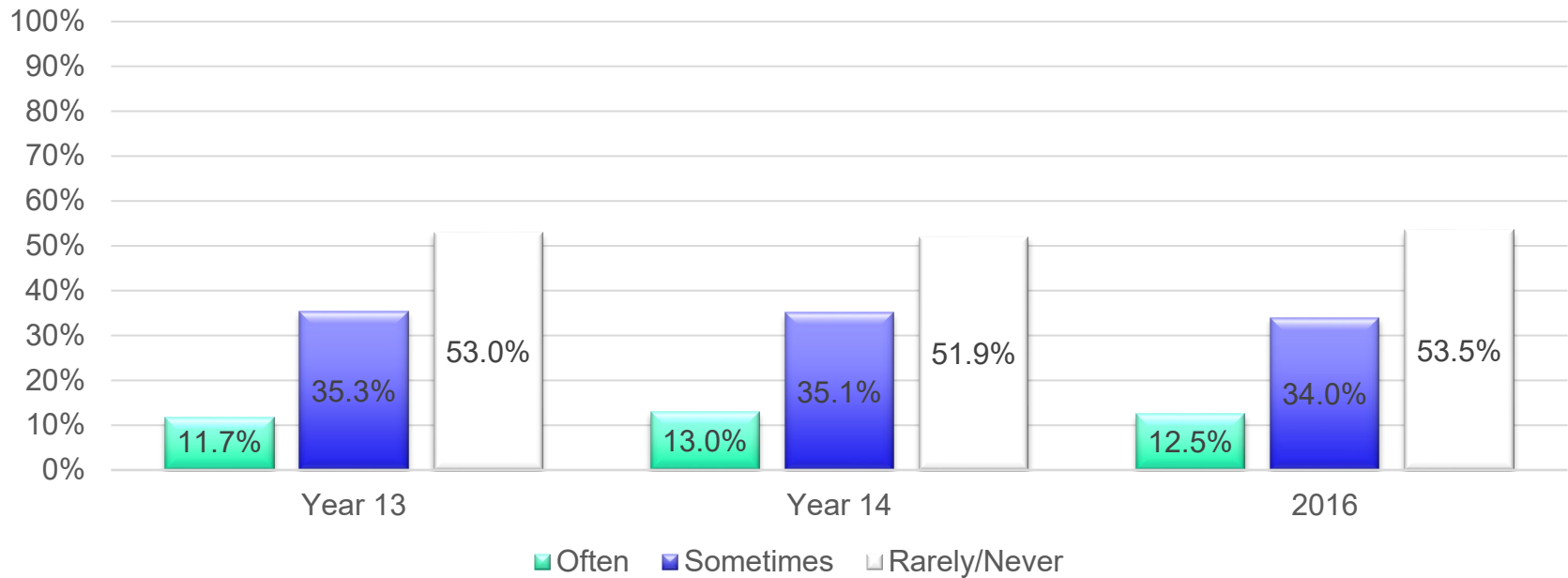
Outcome 4: Indigenous children's opportunities for connection to their culture and identity

Young people aged 10-17 years:
Do you (the young person) learn about traditional teachings, customs, and ceremonies?



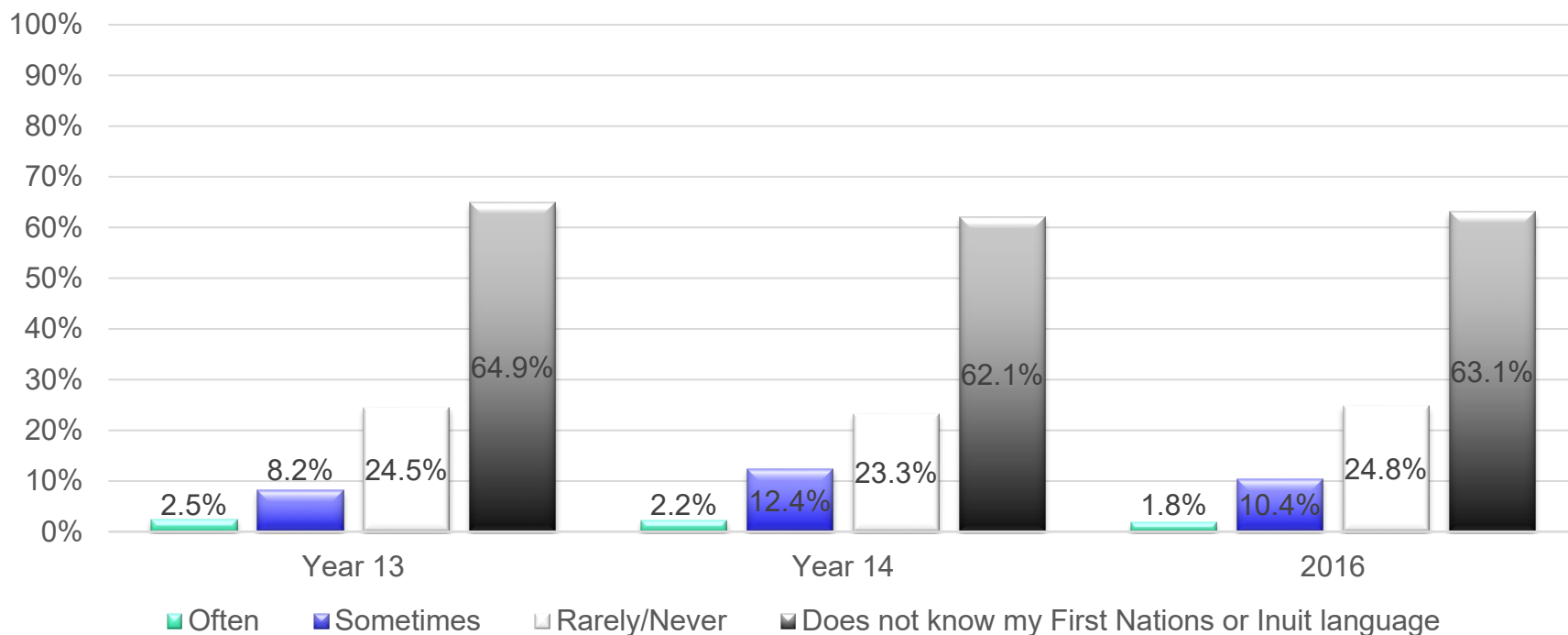
Outcome 4: Indigenous children's opportunities for connection to their culture and identity

Young people aged 10-17 years:
Do you (the young person) participate in your own FNMI community events, activities, traditional meals, and ceremonies?



Outcome 4: Indigenous children's opportunities for connection to their culture and identity

First Nations and Inuit young people aged 10-17 years:
How often do you (the young person) speak your own First Nations or Inuit language?



Outcome 4: Indigenous children's opportunities for connection to their culture and identity

Questions for discussion with regard to this outcome:

- ❖ **STRENGTHS:** What is your agency doing really well (assets, capabilities, accomplishments)?
- ❖ **OPPORTUNITIES:** What opportunities does your agency have to improve upon this outcome? How can weaknesses be reframed into possibilities?
- ❖ **ASPIRATIONS:** What would the ideal of this outcome look like at your agency?
- ❖ **RESULTS:** What other *measurable* items could help to demonstrate in the future how this outcome and other related aspirations are being met?