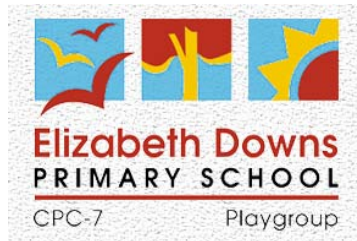




**Northern Area Community
& Youth Services Inc**



Family Learning Network



Elizabeth East Primary School



CPC-7 • CENTRE FOR HEARING IMPAIRED • SPECIAL CLASS • PLAYGROUP

Written by Clare Dilliway
February 2007

Introduction

The 'Families at Risk; The Effects of Chronic and Multiple Disadvantage'; Phillip Slee; 2006 states in the Executive Summary;

'The Families at Risk study has produced local evidence drawing attention to the strengths and challenges for parents living in situations of chronic and multiple disadvantage with children aged 0-7 years. Life for the majority of these parents and young children is under resources, stressful and isolated and interventions are required that open up pathways out of disadvantaged life situations.

The findings of the 'Families at Risk' study affirm key aspects of the South Australian Government's Generational Health Review as well as recent state, federal and international frameworks to promote health and wellbeing in the 'early years'.

In order to achieve improved outcomes for families at risk, a paradigm shift is required so that unequal outcomes for families and children are seen as social injustices, rather than as products of individual dysfunction or deficit. To effectively redress inequalities, service responses should;

- *Be universal and comprehensive*
- *Be holistic by responding to the barriers and opportunities to health & wellbeing*
- *Focus on prevention, early intervention and social connection*
- *Build capacity in the most disadvantaged localities and populations*
- *Entail continuous and coordinated commitment in all sectors and at all levels.*

Policy and service implications drawn from the Families at Risk study relate to the following headings;

- *Life Chances – social inclusion*
- *Living Environments – housing and residential mobility*
- *Living Environments – neighbourhoods and social cohesion*
- *Mental and Emotional health and wellbeing*
- *Support for parenting*
- *Childcare*
- *Service planning and provision*
- *Intersectorial action*
- *Role of the health system'*

OVERVIEW

The project is predicated on the key contention that in the absence of reasonable levels of physical, emotional and social wellbeing, children experience an increased likelihood of significant challenge in their educational pathway. Underpinning this assertion, is the further position that the process of ameliorating such challenges, is problematic when undertaken by disconnected service silos (individual schools, community services etc) or, when implemented in isolation to the family.

At the service provider level, the 'Family Learning Network' will formally connect project partners into a collaborative service structure. Capitalising on the skills set of each partner, the project aims to develop a model in which the sum of the parts is greater than each alone. Hence, this initiative will see schools undertaking their child and education focused activities while NACYS and other providers deliver whole of family services. Such service may include; crisis care, counselling and family mediation, parenting and life skills training, physical or mental health related interventions and the like.

Importantly however, the systems and cultural change implicit in this endeavor from a service delivery perspective, are tools to achieve an end, not the end in itself. The project is not a top down intervention in which children or families are passive recipients and therefore dependent on the project's continued existence. Participants will be the drivers of this initiative in that its ultimate success will be a measurable outcome statement of increased family resilience and capacities. Further, the individual and collective needs/issues of participant families will determine the specific direction and activities the project undertakes.

The project essentially sits within a learning for life framework. In the optimal scenario, all members of the family would be participating in a renewed engagement with learning in a form relevant to them. Experience teaches however that the ongoing realities of entrenched disadvantage, generally determine a slow and incremental development process. Children unfortunately do not have the time to wait for this process and hence, are the key focus of this initiative.

With reference to the following section, 'Issue Framework, it is self evident that in relation to underpinning poor educational and/or social achievement, children may face a home life in which the parent/s may themselves be illiterate and therefore unable to provide adequate educational supports. Further, and in keeping with the usual indicators of disadvantage, the family could be experiencing poverty, poor physical or mental health status, relatively sub-standard accommodation and the like.

Disadvantage is clearly not an automatic statement of under achievement or poor parenting. It's presence however, denotes a predictable set of challenges from which a chain reaction of equally predictable impacts may be expected. Such impacts may see for example; an under nourished child who has no experience of stable parental relationships and may have witnessed or be the victim of varying levels of domestic violence. Many children attending the project partnership schools, experience these and other critical issues.

ISSUE FRAMEWORK

Risk factors as identified in the National Agenda for Early Childhood Consultation Paper; Commonwealth Task Force on Child Development, Health and Well Being.

Child Characteristics	Parents & Parenting Style	Family Factors & Life Events	Community Factors
Low birth weight	Single parent	Poverty	Socio-economic disadvantage
Prematurity	Young maternal age	Family instability, stress, conflict or violence	Housing & urban conditions – unhealthy cities
Prenatal exposure to toxins/infections	Post natal depression or other mental illness	Marital disharmony	Neighbourhood violence & crime
Poor maternal nutrition	Drug & alcohol abuse	Divorce	Lack of support services
Prone sleep position	Parental tobacco smoking	Disorganised	Social & cultural disharmony
Birth injury	Harsh or inconsistent discipline	Large family size/rapid successive pregnancies	Community behaviour norms
Exposure to stress	Lack of stimulation of child	Absence of father	
Disability	Lack of sensitivity, warmth & affection	Very low level parental education	
Low intelligence	Criminality	Social isolation	
Chronic illness	Separation or rejection of child	Long term unemployment	
Delayed development	Abuse or neglect	War/natural disasters	
Difficult temperament	Poor supervision or involvement	Death of a family member	
Poor attachment	Lack of parenting knowledge	Family history of ADHD	
Poor social skills		Frequent relocation	
Poor problem solving			
Disruptive behaviour			
Hazardous environment			
Unsupervised play			
Impulsivity			
Poor self esteem			
Alienation			

The Collaborative Model

No single initiative can reasonably expect to address the totality of participant need. Therefore and in keeping with a structure that is effective, efficient and most importantly, measurable in its outcomes, the project will maintain a primary focus on educational achievement. The network will become inclusive of a range of service providers.

The programme will see a cluster of three primary schools and one NGO engaging in the development of a collaborative and coordinated, service model. Operating primarily from a 'Family Learning Centre' at Elizabeth Downs Primary School and outreaching to centres in partner schools, the project will deliver a 'whole of family' support and learning programme. Upon completion of foundation development, the network will become inclusive of a range of service providers as required and a further primary school.

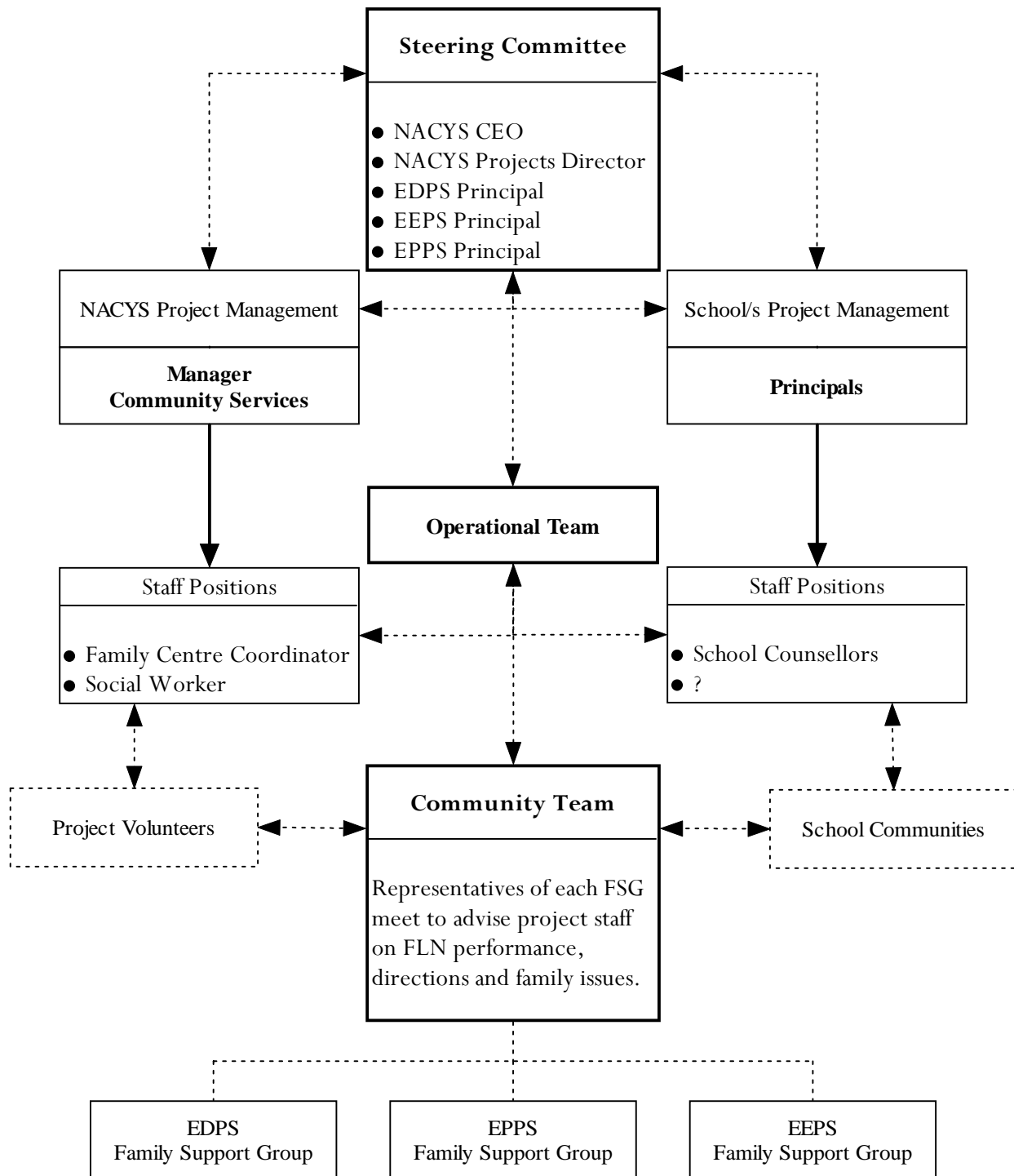
FLN represents a collaboration of organisations and an integration of component parts within an overall operational matrix. Rights and responsibilities within the programme and, the authority to control its direction will vary according to a number programme developmental factors.

Steering Committee Structure:

- ↳ The partners agree that steering committee representation will be the Principals of each school and the NACYS CEO and/or senior management representative and other service representatives as development of the project occurs.
- ↳ Each member shall be considered of equal status in all matters associated with the operation of FLN with the exception of;
 - management of paid staff;
 - fulfilment of contractual obligations to funders etc;
 - insurance, OHS&W and other legalistic or administrative matters pertaining to each member's governance responsibilities.
- ↳ The steering committee will meet not less than six times per year.
- ↳ Office bearer roles are not considered appropriate to the committee structure and purpose.
- ↳ Minutes and other written materials arising from committee meetings will be circulated by the member/s designated at a particular meeting to do so.
- ↳ The partners agree that changes to these agreements will be subject to collective discussion and decision making.

Steering Committee Roles:

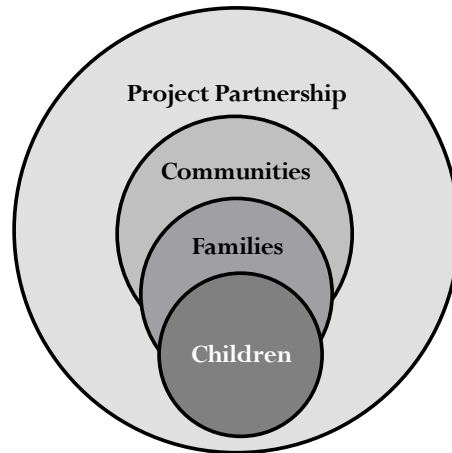
- ↳ Macro level management.
- ↳ Ratification and ongoing development of the project model.
- ↳ Development of all such inter-school and inter-agency protocols, contractual arrangements and/or memorandums of agreement, as may be necessary to operate and monitor the project.
- ↳ Detailed strategic planning.
- ↳ Grievance management.
- ↳ Ongoing evaluation with attention to the varying tiers of evaluation (funded project and/or school based, student performance data) the requirement to review such data individually or in a merged format.



-----Communication----->

—————Line Management—————>

The Service Model



Within the context of strong and self sustaining families, the project's essential goal is to assist children to create their first steps towards building the growth pathways that may enable them to break the inter-generational cycle of disadvantage. These growth pathways include; education, physical and emotional health, family and social inter-relationship, positive recreation, belief in self and one's capacity to succeed, problem solving and the like.

PROJECT ASSUMPTIONS

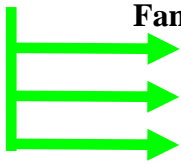
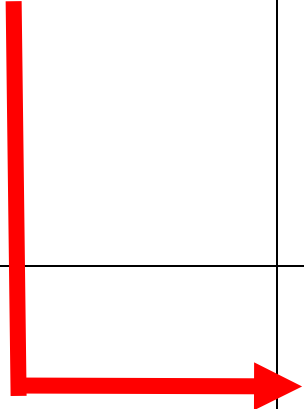
- ↳ That the coordinated integration of service types delivered by the partnership would benefit children through addressing the child's life experience and needs at the educational, family and social levels.
- ↳ That such an integration of services would form a framework in which formal educational processes could be seamlessly melded with developmental and crisis intervention services.
- ↳ That the child is inadequately supported if service interventions occur in isolation to their family and extended family.
- ↳ That a whole of family service approach is an effective model for generating family capacity building and therefore family self sustainability in the face of ongoing economic, social and environmental factors.



The Service Model

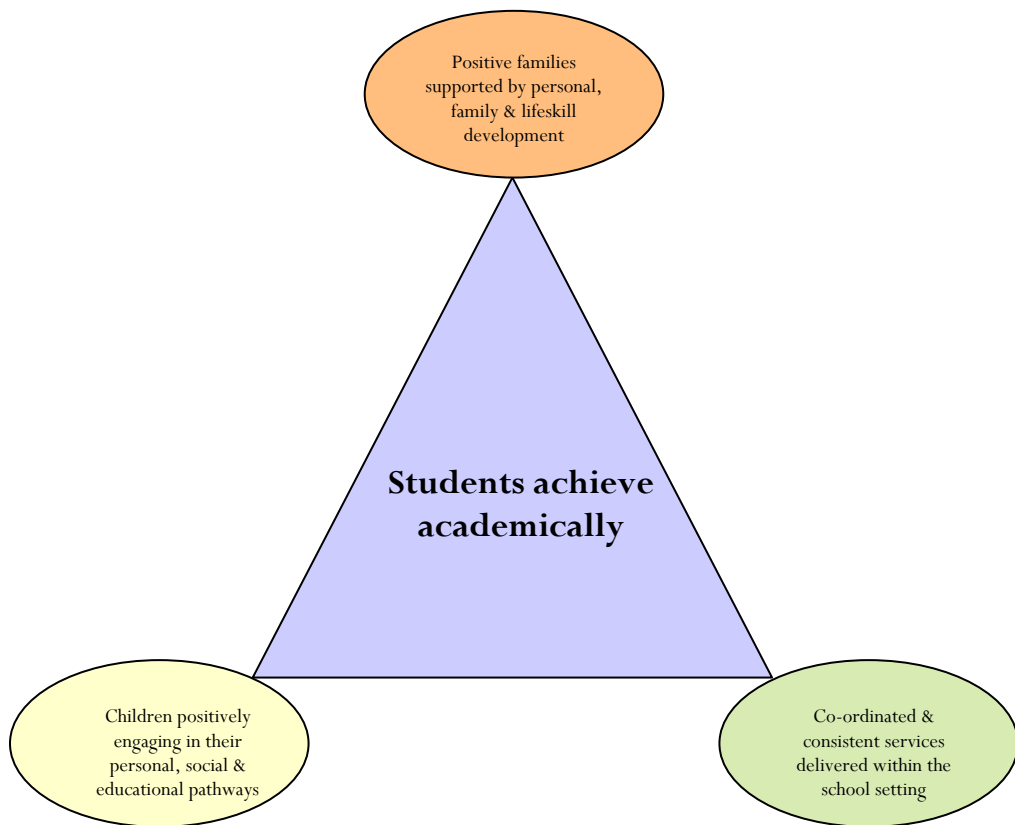
Family Learning Network

Identification	Intervention & Assessment	Family Supports	Capacity Building	Goals
<p><i>Family at Risk</i></p> <p>Identified by the partner schools;</p> <p>Elizabeth Downs Primary School Elizabeth Park Primary School Elizabeth East Primary School</p>	<p>NACYS Social Worker Intervention</p> <ul style="list-style-type: none"> → SAHT → Aboriginal Housing Authority → Centrelink → EFA → CAMHS → Health Services <p>NACYS/ Flinders Uni Assessment</p>	<p>Smith Family Learning for Life</p> <p>Red Cross Breakfast Program</p> <p>NACYS Lifeskills Program</p> <p>Playford Council</p> <ul style="list-style-type: none"> → Immunisation → Food Co-op Outreach <p>Playford Comm Health Centre</p>	<p>W&CH Incredible Years</p> <p>NACYS Adult & Community Education</p> <ul style="list-style-type: none"> → Adult re-entry School → TAFE → Job Networks <p>Playford Comm Health Centre</p>	<p>Positive Families Supported by personal, family & lifeskills development.</p> <p>Children positively engaging in their personal, social & educational pathways</p> <p>Coordinated & consistent services within the school setting</p>
	<p>Family Learning Network consists of 3 Service Centres</p> <ul style="list-style-type: none"> → Elizabeth Downs Primary School → Elizabeth Park Primary School → Elizabeth East Primary School 			<p><i>Students achieve academically</i></p>

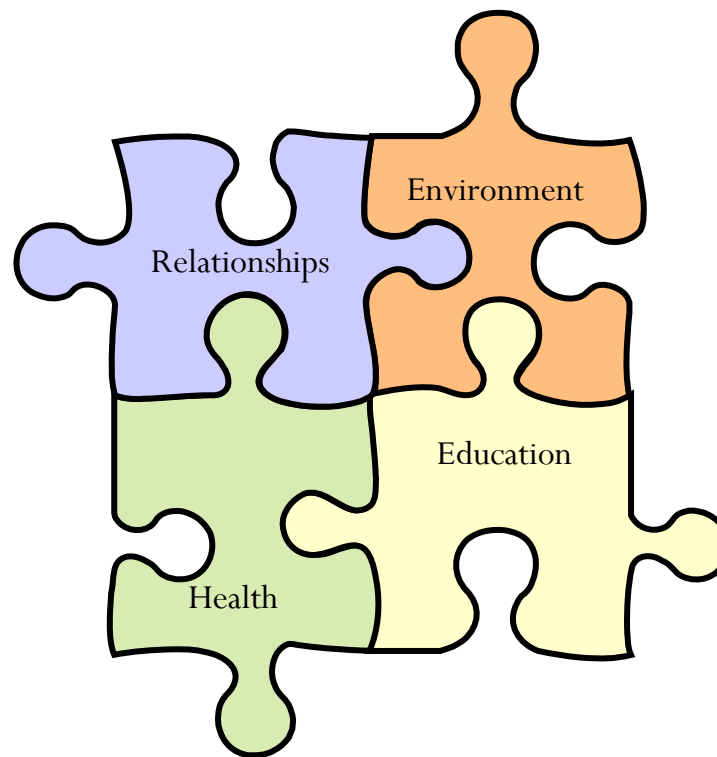


Strategic Plan

Goals



Domains



Domain - Relationships

Crisis Intervention

Program / Service	Current / proposed deliver	Current / potential funding source	Responsibility	Timeframe
Immediate Response	Current NACYS	Current - Schools Fosters	NACYS	Active – June 30 th 2007
	Proposed DECS Social Worker	Proposed Outreach	Sue Toone	Comm 2007
	Proposed Family relationships Centre	Proposed Outreach	Judi Kammerman / Clare Dilliway	Comm 2007
Domestic Violence Support	Proposed Domestic Violence Crisis Service	Proposed Outreach	Judi Kammerman / Clare Dilliway	Comm 2007

Capacity Building

Program / Service	Current / proposed deliver	Current / potential funding source	Responsibility	Timeframe
Family Capacity Building	Current NACYS	Current – Schools Fosters	NACYS	Active – June 30 th 2007
Family Learning Circles	Current	Current –	NACYS	Active –

	NACYS	DFEEST		March 31st 2007
Domain - Environment				
Crisis Intervention				
Program / Service	Current / proposed deliver	Current / potential funding source	Responsibility	Timeframe
Advocacy	Current NACYS	Current - Schools Fosters	NACYS	Active – June 30 th 2007
	Proposed Indigenous Support Program-Centrcare	Proposed Outreach	Clare Dilliway	Comm 2007
Financial Services	Proposed Centrelink	Proposed Outreach	Clare Dilliway	Comm 2007
Housing	Proposed SAHT	Proposed Outreach	Clare Dilliway	Comm 2007
	Proposed Aboriginal Housing Authority	Proposed Outreach	Clare Dilliway	Comm 2007
Capacity Building				

Program / Service	Current / proposed deliver	Current / potential funding source	Responsibility	Timeframe
Community Development	Proposed Playford Council	Outreach	Ann Brown	Comm 2007
Domain - Health / Mental Wellbeing				
Crisis Intervention				
Program / Service	Current / proposed deliver	Current / potential funding source	Responsibility	Timeframe
Immediate Response	Current NACYS	Current Schools Fosters	NACYS	Active 30 th June 2007
	Proposed Anglicare Family Support Team	Outreach	Judi Kammerman / Clare Dilliway	Comm 2007
	CAMHS	Outreach	Judi Kammerman / Clare Dilliway	Comm 2007
	Centrecare Family Counselling Team	Outreach	Judi Kammerman / Clare Dilliway	Comm 2007
Drug & Alcohol Services	Proposed DASA	Outreach	Judi Kammerman / Clare Dilliway	Comm 2007
Capacity Building				

Program / Service	Current / proposed deliver	Current / potential funding source	Responsibility	Timeframe
Wellness programme	Current NACYS	Current DFEEST	NACYS	Active – 31 st March 2007
Speech pathologist	Proposed Playford Comm Hlth	Outreach	Clare Dilliway	Comm 2007
Immunisation	Proposed City of Playford	Outreach	Clare Dilliway	Comm 2007
Sex Education	SHINE	Outreach	Clare Dilliway	Comm 2007
Behaviour Management	W&CH Incredible Years Programme	S&L's	??	??
Lifeskills Programme	Kids Club	NACYS		Commenced
Breakfast Programmes	Red Cross	S&L's	??	??
Domain - Education				
Capacity Building				
Program / Service	Current / proposed deliver	Current / potential funding source	Responsibility	Timeframe
Learning for Life	Smith Family	S&L's	Richard Bithell	??
Arts & Crafts	Current	Current -	NACYS	Active –

	NACYS	NACYS		June 30 th 2007
Arts & Craft mentoring program	Proposed NACYS	Current – NACYS	NACYS	Active – June 30 th 2007
Lifeskills	Current NACYS	Current – DFCIA	NACYS	Active – June 30 th 2007
Parents Return to Work	Current NACYS	Current DFEEST	NACYS	Active – 31 st March 2007
Adult Literacy	Proposed NACYS/Uni SA	Proposed DFEEST	Clare Dilliway / Ann brown	Comm 2007

Evaluation Report

July 1st – 31st December 2006

Crisis / Early Intervention

Achievements

- Anger management group at EDPS – counsellor reported that children attending the group are sent to the office less often; stay angry for less time enabling them to re engage with the class sooner; control anger better ie remove themselves from volatile situations before exploding.
- Children from EEPS Family Learning Circles program were able to translate group learning into classroom and yard behaviour.
- Work undertaken is able to be done so with enormous flexibility, enabling children to remain engaged with school in even the smallest way. Also able to establish a level of trust with families such that they disclose information previously kept as a “family secret”.
- Working collaboratively with key school staff has enabled the school to respond differently to children and families given the additional information provided. Willingness of the school to be flexible and adaptive in programming to meet the child’s needs.
- Different professions coming together and working effectively – mutual learning
- Parent group at EPPS has 4 regular attenders – a great core group to build on to address literacy, living skills, social skills, parenting.
- Parents at EEPS participating in the FLC program, or giving permission for children to participate, was even seen as an achievement.
- Development of relationships with Uni SA field placement staff.

Areas for development in 2007

- Provide classroom teachers with more information regarding group programs in order for learning to be reinforced within the classroom
- Accommodation at each site to be negotiated in order for FLN staff/students to be based at sites across the week. Negotiate access to desk, phone, lockable storage, photocopying
- Develop parent participation at each site
- Develop relationships with all staff at each site – attend staff meetings
- Build stronger relationships with other agencies most likely to be referral points for our families
- Establish parent “steering” group at each site

Issues impacting upon families

- Violence
- Domestic and family violence
- Alcohol and other drugs
- Mental health issues
- Offending behaviour
- Housing/accommodation
- Past abuse
- Sexual assault
- Adoption/identity
- Transport
- Low literacy (adult and child)
- Financial
- School refusal/attendance
- Legal
- Child protection
- Parenting
- Prostitution
- Health (adult and child)
- Grief and loss

Statistics

Adults (over 18)

Male 6
Female 18
Total ***24***

Children	Male	Female	Total
0 -5	2	1	3
6 – 12	35	15	50
13 - 18	0	2	2
Total	37	18	55

Participants

Male 43
Female 36
Total ***79***

Suburb

Elizabeth Downs
Elizabeth East
Elizabeth Park
Davoren Park
Paralowie
Hillbank

Cultural Background

ATSI 2
NESB 2
ESB 75

Links/Networks/Agencies

- Centacare
- Northern Domestic Violence Service
- Housing SA
- Families SA
- Disabilities SA
- Anglicare SA
- Playford CHC
- Playford Food Co Op
- Flinders University
- Uni SA
- FEAT
- Para Districts Legal Service
- Legal Aid
- T.A.P
- CAMHS
- DECS
- Smith Family
- Child Protection Services
- Police
- EPPS
- EDPS
- EEPS
- Centrelink

Interventions

Group Work

Children

Anger Management	x2	(EDPS, EPPS)
FLC	x3	(EDPS, EEPS)
Girls Wellbeing	x1	(EDPS)

Adults

Computers	x1	(EPPS)
Craft/cooking	x1	(EPPS)

Adult/child

FLC	x2	(EEPS, EDPS)
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Individual counselling/support

Parent focus

- Assessment
- Structure
- Routine
- Drug issues
- Self esteem
- Past issues
- Violence
- Parenting
- Referral
- Advocacy
- Support at meetings

Child focus

- Anger management
- Structure
- Routine
- Self esteem/confidence
- Journals
- Gardening
- Games
- Drawings

Family focus

- Structure and routine
- Consequences and expectations
- Roles and responsibilities
- Rules

Staff

1 x social worker

1 x adult educator

2 x social work students

3 x school counselors

Community Capacity Building

Achievements

- Life skills program relocated to Family Learning Network (FLN) site at Elizabeth Downs has proved to very positive as a family capacity building exercise as families of the children attending Kids Club now state they feel more comfortable to access other NACYS services; and also to stay and participate. This is further proven by the increased number of families attending Family Days – from 3- 4 families prior to the move to 20 families attending the Christmas disco night. Staff report that parents often call in early and chat.
- Adult & Community Education classes established in 2 of 3 sites. The NACYS ACE classes are designed so that people's individual needs are met. Having the FLN sites allows us to take our ACE programs out into the community thus meeting the needs of those who have transport and mobility issues.
- Mentor model has proved highly successful within this environment eg The Pot Luck Craft (Studio) participants have very quickly engaged the parent school community.
- Primary School community (children) beginning to use the FLN facilities eg classes accessing the craft group to learn. This clearly demonstrates the relationship of trust built by NACYS staff with the teaching staff .
- Immunisation Clinic to commence at the Downs site in 2007 and this will give greater access to the communities of all three FLN sites as they are in close proximity.

Areas for Development in 2007

- Further develop and consolidate relationship with agencies interested in using the spaces provided through Family Learning Network (FLN) i.e. Smith Family, Immunisation Clinic, Playford Food Coop.
- Encourage more agencies to use the FLN spaces provided in order to deepen community access to services and information
- Develop relationships with all staff at each site – attend staff meetings
- Promote programs and services offered at all sites to the school communities and general communities
- Provide classroom teachers with more information regarding group programs in order for greater family participation.
- Develop an internet Café environment at Elizabeth Downs Site as a multi-functional tool to attract the community into the space and meet their social and learning needs.
- Encourage the communities serviced by FLNs to become more involved through shared programs, celebrations and events. This integration will assist in creating a stronger community.

Programs and services offered

Type of Class	Provided at house/ centre (please tick)	Location Where Implemented (If outreached to community).
Adult Community Education across multiple sites including home base NACYS + FLN sites @ Elizabeth Downs, Elizabeth Park	✓	FLN
Art and Craft	✓	FLN
Children's services eg <i>playgroup, toy library</i>	✓	
Cooking / Food Programs <i>food co-ops, lifeskills, budget cooking</i> across multiple sites including home base NACYS, + FLN site @ Elizabeth Downs & Elizabeth Park	✓	FLN
Community Involvement eg <i>mentoring, auspicing, participation on a steering committee</i>	✓	FLN,
Computing Courses – across multiple sites including home base NACYS + FLN sites @ Elizabeth Downs Elizabeth Park	✓	FLN
Family Capacity Building - Family Learning Circles – In partnership with the school teaching staff and counsellors the NACYS therapist will conduct therapy sessions for families that have identified family disharmony / behavioral issues.	✓	FLN
Community Support eg. <i>Support groups, discussion groups, integration of people with disabilities</i> across multiple sites including home base NACYS + FLN sites @ Elizabeth Downs, Elizabeth Park, Elizabeth East	✓	FLN
Cultural Diversity Programs, eg <i>English language classes, home visiting, programs to reduce social isolation – included in all Adult Education classes @ NACYS and FLN sites</i>	✓	FLN
Health, Fitness and Recreation eg <i>yoga, meditation, aerobics</i>	✓	NACYS
Health Promotion eg <i>healthy eating</i>	✓	All sites
Women's Programs, eg. <i>Isolated Women's Program, Women's Support Group as part of SOS program</i>	✓	
Work experience/ student placement programs	✓	& FLN sites
Volunteer Training Programs eg <i>Induction</i>	✓	FLN @ Elizabeth Downs

Issues Impacting upon community

- Low Literacy (intergenerational)
- Unemployment
- Violence
- Domestic and family violence
- Alcohol and other drugs
- Mental health issues
- Offending behaviour
- Housing/accommodation
- Past abuse – multi-levels
- Sexual assault
- Adoption/identity
- Transport
- Mobility
- Financial
- Legal
- Child protection
- Parenting
- Prostitution
- Health (adult and child)
- Aged – independence
- Grief and loss
- Suicide

Statistics

Adults (over 18)

Male : 05

Female : 26

Children	Male	Female	Total
0-5	3	5	08
6-12	18	29	47
Total	21	34	55

Total with FLC Program = 166

Links /Network Agencies

<i>Name of Agency / Agencies</i>	<i>Name and Brief Description of Project</i>
Elizabeth Downs Primary School	Partner in Family Learning Network (Family Learning Circles)
Elizabeth Park Primary School	Partner in Family Learning Network (Family Learning Circles)
Elizabeth East Primary School	Partner in Family Learning Network (Family Learning Circles)
Para West Adult Campus	Collaborative pathway program for Adult & Community Education students (SOS program)
Community & Neighbourhood Houses	Steering committee for “ Community North” brochure. Community north network meetings for sharing information, resources.
Playford Food Alliance :	Members include:- NACYS, Playford Community Health Services (part of Northern Health Services)Families SA , Anglicare Para West Adult Campus,TAFE (Elizabeth site), Playford Council , Virginia Growers Assoc. Collective of agencies operating in the belt to map support services around food security, to develop community strategies to address food security issues eg Growers Market, “ <i>Community Foodies</i> ” program
Playford Anti-Poverty Network: NACYS	Playford Community Health Services (part of Northern Health Services) ,Families SA Anglicare ,Para West Adult Campus, Salvation Army, Smith Family To share information, to advocate for more equitable financial practices, to inform and educate the community about potential ‘credit traps’ (via Expo during Anti-Poverty Week).
Adult Literacy Forum:	Uni SA Mason Lakes Campus, NACYS, City of Salisbury City of Playford, TAFE SA, DEFESST, Smith Family, Paralowie, Para West Adult Campus To identify regional literacy projects that are: (1) achievable, (2) will impact positively on family literacy issues (3) can use the collective resources of all stakeholders (4) will attract champions
South Australian Council for Adult Literacy	Members include representatives from all adult Learning sectors ie TAFE, Community Houses, Private Providers, language providers

	<p>To advocate and respond on behalf of our membership (teachers, educators, tutors) and their clients/students.</p> <p>To offer a range of Professional development and networking opportunities to those in the field.</p>
Northern Children & Families Forum	Made up of representatives of service providers for children and families within the Northern area which focuses on collaborative action to contribute to the improved health for these children and families.
Imagine Peachey	<p>Network of service providers and community groups operating in the Peachey Belt</p> <p>Identifying issues (such as lack of public transport in a large area of the Belt, or lack of doctors in the area now) and possible solutions – including lobbying for change. Information sharing & networking</p>
South Australian Council for Adult Literacy (SACAL)	Representing the 3 sectors of adult education – to lobby and advocate for the field and their clients. To offer professional development opportunities.
Centacare	Referral pathway for families and children
Northern Domestic Violence Service	Referral pathway
Housing SA	Liaison and advocacy on behalf of clients
Families SA	Liaison regarding child protection issues
Disabilities SA	Collaborative case planning for particular families
Playford Food Co-Op	Established links to promote affordable healthy food alternatives, facilitate cooking classes, development of outreach service
Flinders University	Collaboration regarding social work student placement
Para Districts Legal Service	Referral pathway
Legal Aid	Referral pathway
T.A.P	Offered insight and support gathered through their own experience of offering multiple placements to social work and occupational therapy students
Child & Adolescent Mental Health Services	Referral pathway and collaborative case planning
DECS	Collaboration regarding developing appropriate learning opportunities for particular children
SAPOL	Advocacy and liaison in case work
Centrelink	Advocacy and information
FEAT	Offered valuable knowledge of program experience in establishing a service similar to Family Learning Network
Child Protection Services	Referral pathway

