

Early Years Services Funding Guidelines Glossary of Terms



The glossary has been developed to support the grant management changes for Early Years Service Funding using the concepts and language of Results Based Accountability (RBA)¹.

The glossary draws from Mark Friedman’s book, “Trying Hard Is Not Good Enough” (2005) and includes examples and further references where appropriate.

Term	Explanation	Comments, examples and references
Aboriginal and Torres Strait Islander	A person who identifies (or their parents/carers identify) as being of Aboriginal and/or Torres Strait Islander descent.	Refer to client group, target group.
Access/ing	Clients using and/or participating in activities provided by an early years service provider.	Refer to funded early years service.
Activity/ies	Within each of the five funding categories early years service providers will provide a range of programs and services collectively called <u>activities</u> for individuals and groups.	
Australian Early Development Census (AEDC)	<p>The Australian Early Development Census (AEDC) is a national collection of information on young children's development in Australia.</p> <p>Data is collected every three years about children in Prep and the results provide a snapshot at a community level of how children are developing as they enter school.</p>	<p>Refer to https://earlychildhood.qld.gov.au/sector-news-and-resources/teaching-and-learning-resources/australian-early-development-census</p>
Baseline data	<p>Baseline data includes historical and forecast information about an issue or action.</p> <p>This is the data that shows “where we’ve been and where we are heading”.</p> <p>The baseline data is used to illustrate the starting point, current and the potential future trends if nothing is done to “turn the curve”</p>	<p>For example: in 2009 15.8% of all QLD children were developmentally vulnerable on 2 or more domains. It is forecast that if we do nothing then in 2018 9.8% of QLD children will be developmentally vulnerable on 2 or more domains.</p> <p>Refer to turning the curve.</p> <p>(Friedman 2005, pp 56-59)</p>
Benefit	A parent/carer or child may benefit	A benefit will relate to the

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	<p>from an activity by an improvement in any of the following areas:</p> <ul style="list-style-type: none"> • skills/knowledge; • attitude/opinion; • behaviour; and • circumstances. 	<p>expected outcomes of the specific funding category.</p> <p>For example: within the child focused activity funding category a benefit for a parent/carer may be reported improvement in understanding of their child's development.</p> <p>Within the Integrated service delivery funding category a parent/carer may report a positive change to their attitudes about the importance of play and engaging with their child.</p>
Culturally and Linguistically Diverse (CALD)	<p>Cultural and Linguistic Diversity (CALD) refers to those individuals who identify as having a specific cultural or linguistic affiliation by virtue of their place of birth, ancestry, ethnic origin, religion, preferred language, language(s) spoken at home, or because of their parents' identification on a similar basis.</p> <p>kidshelpline.com.au/upload/22935.pdf</p>	<p>This term encompasses other commonly used terms such as non-English speaking background.</p>
Clients	<p>The clients are users of a particular service or initiative. Clients can be individual people, groups, families or organisations.</p>	<p>Clients can be internal or external, direct or indirect. A service may have multiple clients.</p>
Client results / outcomes	<p>The desired 'end state' or condition of wellbeing for clients within an agency, service or organisation.</p>	<p>Are clients better off as a consequence of receiving services?</p>
Community	<p>A group of individuals who live in the same geographic area, or the area in which they live.</p> <p>and/or</p> <p>A group of people with a common background or with shared interests/values.</p>	<p>For example: Geographic area - Acacia Ridge or Barcardine.</p> <p>For example: Group of people with a common background – Culturally and Linguistically Diverse (CALD) Community.</p>

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Contract	<p>A contract is used when the department purchases a defined product or service, generally for a defined period of time.</p> <p>Funds provided are of equal value to the product or service delivered by the recipient.</p> <p>Administrated under the department’s procurement policy.</p>	
Contribution/appropriate responsibility	<p>A single government department or EYS provider cannot be solely responsible for the conditions of wellbeing for whole populations in towns, cities, or regions but are responsible for the work they do for the clients that they work with.</p>	<p>For example: The department is responsible for supporting children / families by funding early years service providers but is not responsible for child safety for the whole population. (Friedman 2005, pp. 97-101)i</p>
Contribution relationship	<p>Activities undertaken by EYS provider contribute to the achievement of population results. i.e. Client results, identified through performance measures contribute to achievement of whole of population results.</p>	<p>For example: A EYS provider in Cairns that provides a six week parenting program to improve parenting skills and knowledge, contributes to the desired population result which is that “all Queensland children are happy, healthy and successful”. (Friedman 2005, pp 97-101)</p>
Criteria	<p>Criteria are used to prioritise strategies and actions.</p>	<p>Decisions about which strategies to choose may include: specificity including focus on particular target groups, leveraging opportunities and feasibility or reach. (Friedman 2005, pp 43-44, 46 & 82)</p>
Data development agenda	<p>A prioritised list of additional data required (new or improved). This is data that government and EYS providers and their partners will use to inform collaborative work toward the desired results/outcomes.</p>	<p>When considering data requirements it is important to think about how data is understood by the intended audience and how it could be used to communicate or demonstrate results.</p>

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		<p>Note any limitations or caveats around specific data sets may be identified in the “story behind the baseline”.</p> <p>Refer to indicators.</p> <p>(Friedman 2005, pp 40 & 56)</p>
Department	Department of Education and Training.	
Developmentally appropriate	A way of describing practices that are adapted to match the age, characteristics and developmental progress of a child.	
Disability	Is defined in accordance with the Commonwealth Disability Discrimination Act (DDA) 1992 which is broad and includes temporary and permanent disability that a person has now, may have in the future or is believed to have.	Must be identified by the individual clients. EYS providers are not required to make assumptions, assessments or seek proof.
Early childhood development	Early childhood is defined as the period from prenatal development to eight years of age. Early child development (ECD), including health, physical, social/emotional and language /cognitive domains strongly influences basic learning, school success, economic participation, social citizenry and health.	<p>Refer to:</p> <p>World Health Organisation - https://www.who.int/southeastasia/activities/early-childhood-development</p> <p>Integrated ECD – https://earlychildhood.qld.gov.au/early-years/early-childhood-development-story</p>
Early years service (EYS) funding	Grant funding provided under the five funding categories to delivery activities to achieve results/outcomes	Refer to funding category
Early years service (EYS) providers	Organisations funded by the department to deliver a service to support children and their families.	Refer to funding category.
Ends to means	The 7 RBA questions for population and performance accountabilities (respectively) focus first on the ends that are desired (results/outcomes) and then works backwards to how partners are going to achieve the results together (the “means”).	(Friedman 2005, pp 47,83)

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Evaluation	A process of measuring the value or efficacy of a program. It is a structured, staged process of identifying, collecting and considering information to determine goals, progress and outcomes. It is central to good practice and ensuring an evidence-based approach to service delivery.	(Friedman 2005,pp 129-131)
Funding category	Funding for early years services are aligned to expected outcomes for children and their families within the following five categories: <ul style="list-style-type: none"> • Child focused activities and groups • Early childhood education and care • Integrated service delivery • Family support • Sector support 	Refer to funding category guidelines.
Funding category guidelines	The five funding category guidelines include information to support service delivery including: <ul style="list-style-type: none"> • Departmental priorities • Expected outcomes for children and families • Partners, performance measures and counting rules. 	
Grant	<ul style="list-style-type: none"> • Funding provided to a third party recipient as a contribution to the cost of delivering an activity which is intended to: <ul style="list-style-type: none"> ○ assist the recipient to achieve its goals; ○ promote one or more of the department’s policy objectives • A service agreement will contain terms and conditions about the use of the funds and expected outcomes. 	Refer to service agreement.
Indicator	An indicator is a measure that shows progress towards a desired condition of wellbeing (result/outcome) for a population, that a range of partners are working towards, together.	When selecting an indicator consider: <ul style="list-style-type: none"> • Communication power - Does the indicator communicate to a broad range of audiences?

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		<ul style="list-style-type: none"> • Proxy power - Does the indicator say something of central importance about the result/outcome? • Data power – Do we have quality data on a timely basis? (Friedman 2005, pp 40, 54- 56)
Integrated service delivery	Integrated service delivery enables families to access multiple services for their children and themselves in a co-ordinated way.	Refer to https://earlychildhood.qld.gov.au/grants-and-funding/early-years-services-funding/category-resources
Intensive support	Activities to assist vulnerable families to address multiple and/or complex needs and build their capacity to safely care for and protect their children.	Intensive support may include but is not limited to: <ul style="list-style-type: none"> • intensive supported playgroups (i.e. playgroups that include both parent and child, delivered by skilled educators); • support programs for parents and children through home visiting programs that engage families and role model positive interactions with children through play and activities; and • Case management of clients.
Partners	Partners are people or organisations that work together <u>towards common results/outcomes</u> for a whole population and/or clients/target group.	Partners are relevant in both population and performance accountabilities. There can be different levels of partners such as: <ul style="list-style-type: none"> • Financial partners • Community partners • Service delivery partners
Partnerships	Formal or informal arrangements where EYS providers work directly with other organisations to achieve results for their individual clients or target group.	For the purposes of this glossary and related documentation this DOES NOT include: <ul style="list-style-type: none"> • Fee for service

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		<p>partnerships;</p> <ul style="list-style-type: none"> • Participation on/in boards, network meetings and committees; • Other Divisions of your organisation; and • Joint events. <p>Example of what it DOES include:</p> <ul style="list-style-type: none"> • Delivering an activity at your service with another organisation for individual clients at your service • Delivering an activity to an individual client where there is an exchange of information about their specific outcomes.
Performance accountability	Performance accountability is about achieving results/outcomes (conditions of wellbeing) for clients who are assisted by an agency, program or team.	It can apply to a service, program, team, provider, agency or service system. (Friedman 2005, pp 65-96)
Performance measure	A measure of how well an early years service provider, government agency or service system is working. The most important performance measure identifies whether clients are better off as a result of the service or program that they used or participated in.	<p>There are 3 types of measures:</p> <ul style="list-style-type: none"> • how much did we do? • how well did we do it? • is anyone better off? <p>(Friedman 2005, pp 67-81)</p>
Performance result/outcome	The desired condition of wellbeing for families, children and communities that EYS providers aim to achieve.	<p>For example: children are benefiting from participating in activities.</p> <p>For example: parents/carers have greater access to other services they need.</p>
Population	A group of people who are defined by geography and/or some other characteristic.	For example: All children aged 0-5 years in Queensland.
Population accountability	Population accountability is about the quality of life conditions for whole populations whether they are receiving services or not, such as <u>all</u> children,	It requires the contribution of a range of partners or stakeholders to work together to achieve the condition of

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	families from <u>a region or suburb</u> etc.	wellbeing for the population. (Friedman 2005, pp 39-59)
Population result / outcome	A result (outcome) is the desired quality of life conditions for a whole population that is stated in plain, positive language.	For example: All Queensland children are happy, healthy and successful.
Qualification	Tertiary, Certificate level, training and work experience relevant to supporting early childhood development.	
Qualitative data	Relating to data that identifies the quality or character of something, often as opposed to the size or quantity.	For example: Case studies, narrative, comments and observations.
Quantitative data	Relates to data that identifies the amount or number of something (e.g. activity).	For example: Number and percentage of children participating in activities.
Results based accountability	Results based accountability (RBA) is an outcomes framework which communities, the Department and EYS providers can use to focus on results/outcomes (conditions of wellbeing) for positive change for communities and clients.	RBA starts with a desired end state and works backwards to the means by which partners will work together to achieve that end state (result). (Friedman 2005, p 11)
Result scorecard	<p>A result scorecard supports tracking of data relating to results/outcomes and service delivery data that impacts the result/outcome.</p> <p>The document summarises “ends to means” thinking and planning that partners develop using the 7 questions for population and/or performance accountability.</p>	<p>Refer to “ends to means”, “Story behind the baseline”.</p> <p>(Friedman 2005, pp 46 & 82)</p>
Service agreement	<p>A legally enforceable agreement between the department and a supplier with enforceable obligations and milestones.</p> <p>The department uses the Queensland Government’s standard terms and conditions.</p>	<p>Refer to:</p> <p>https://www.forgov.qld.gov.au/data/assets/pdf_file/0028/452782/updateserviceagreementstandardterms.pdf</p>
Service system	A service system is a set of funded programs and/or organisations with common clients/target groups and	For example: The education service system includes early childhood education and care;

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	related purposes. The service system can build common performance measures to align client results/outcomes.	primary and secondary schools; alternative education and other education programmes and tertiary education and training. (Friedman 2005, p 92)
Strategy	A strategy is a coherent collection of planned actions that has a reasoned chance of improving results/ outcomes.	Strategies are made up of the best ideas at any given time, about what works, and includes the contribution of many partners. (Friedman 2005, p 20)
Story behind the baseline	In a result scorecard this is the analysis of the causes or influencers that sit behind the graphed data (the baseline). It is where partners note their understanding, limitations of data and perspectives about the trends to help decide on agreed strategies and actions.	For example: If children’s participation in kindergarten is not increasing, why? What are the causes and forces at work behind these conditions? How can they be addressed through different actions? Refer also to data development agenda. (Friedman 2005, pp 40-41)
Survey	May be a formal written document/questionnaire, recording of staff observations/documentation of structured or semi-structured conversations with parents/carers or some other agreed form of data collection.	For parents who are not comfortable completing a questionnaire other methods of “data collection” may be used for example a semi-structure conversation or other process with a client about the perceived benefits of a particular activity.
Target group	A <u>person</u> or a <u>particular group</u> of <u>people</u> that funding is <u>directed</u> at, or that something is <u>intended</u> for.	Target group/s will be identified within the service agreement. For example: Aboriginal and Torres Strait Islander families, children with disability
Targeted services	Services that are available or offered to specific population groups or individuals within a specific geographic area.	

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Turn the curve	Using the RBA 7 questions for population or performance accountability, partners can identify: <ul style="list-style-type: none"> the desired results/outcomes how success will be measured how partners will work together towards achieving the results. 	Population and performance accountabilities have their own set of 7 questions to help move partners “from talk to action”. (Friedman 2005, pp 27-30 & 57-58)
Universal services	Services that are available to the whole population.	

ⁱ *Trying Hard Is Not Good Enough*, Friedman, M. FPSI Publishing, 2005

This section of the glossary has been developed following the QGrants platform upgrades and provides a description of specific terms customised for QGrants.

Term	Explanation	Comments, examples and references
Account	A person or organisation registered in QGrants.	
Agreement	A legally enforceable agreement / contract between the Department and an organisation with enforceable obligations and milestones. The Department uses the Queensland Government’s standard terms and conditions.	
Agreement period	The approved period for the service agreement/legal contract. Successive agreement periods may be approved by the financial delegate.	For example: Agreement period 1: 01/07/2015 to 30/06/2017 Agreement period 2: 01/07/2017 to 30/06/2019 For reference, see hard copy of the service agreement.
Applicant	Legal entity (organisational) account also called the Grantee.	

Authorised Amount	The amount of funding approved for the application, agreement or claim.	<p>The authorised amount for non-recurrent and capital agreements is the total funding amount.</p> <p>For recurrent agreements the authorised amount accumulates over time.</p> <p>For claims, the authorised amount is the amount for the claim period.</p>
Authorised Person	The person who is authorised to enter into a legal contract on behalf of the organisation.	The person's name and contact details to be used in the hard copy of the service agreement.
Beneficiary	An organisation that is the end recipient of a grant, this is usually the service, however, in some cases it may be the same account as the Grantee.	<p>For example: Mackay Children and Family Centre is Beneficiary and C&K is Grantee.</p> <p>For example: The Gowrie is selected as both the Beneficiary and Grantee when provided funding to develop a training package for the ECEC sector.</p> <p>Note: the Beneficiary should not be a funding category or funding initiative name, for example Sector Support, Family Support.</p>
Capital Budget	Planned budget for expenditure relating to the upgrade or construction of a facility.	
Capital Expenses	Expenditure relating to the upgrade or construction of a facility.	
Claim Period	Period for which performance and financial reports are submitted (the period is based on financial year).	<p>For example: Grants under \$100,000 – Annual (Jul to Jun).</p> <p>Grants over \$100,000 – six monthly (Jul to Dec and Jan to Jun).</p>
Contact Officer	A person who has access to the account of an organisation / beneficiary registered in QGrants.	Submit claims and applications on behalf of the authorised person.

Employee Budget	Planned budget for expenditure relating to workforce costs.	Salaries and wages, annual leave, fringe benefit tax, long service leave, sick leave, superannuation, workers compensations and salaries and others.
Employee expenses	Actual expenditure relating to workforce costs.	Activities such as but not limited to: parenting programs, home visiting, therapeutic support, case management, screening and assessment and referrals.
Grantee	The account responsible for the grant, also called the Applicant. This account should be the Legal entity / organisation account with an identified Australian Business Number.	For example: Playgroup Association of Queensland Inc.
Non-Recurrent	Funding provided for a specified time period, usually for one-off costs. Non-recurrent funding is subject to the same obligations stipulated in the Service Agreement as recurrent funding.	For example: project, asset/resources, vehicle, minor works, professional development, research, evaluation.
Non-Recurrent Budget	Planned budget for expenditure relating to non-recurrent grant costs.	For example: project, asset/resources, vehicle, minor works, professional development, research, evaluation.
Non-recurrent expenses	Actual expenditure relating to non-recurrent grant costs.	For example: project, asset/resources, vehicle, minor works, professional development, research, evaluation.
Operating Budget	Planned budget for expenditure relating to administrative fees, property and energy fees, motor vehicle recurrent fees, travel and training and client related costs.	For example: accounting fees, advertising fees, cleaning fees, rates and taxes, motor vehicle insurance, motor vehicle lease payments, client support consumable and others.
Operating Expenses	Actual expenditure relating to administrative fees, property and energy fees, motor vehicle recurrent fees, travel and training and client related costs.	For example: accounting fees, advertising fees, cleaning fees, rates and taxes, motor vehicle insurance, motor vehicle lease payments, client support consumable and others.

Organisational Budget	Planned budget for expenditure relating to auspice fees, business planning costs, management fees, meeting expenses and volunteer costs.	
Organisational expenses	Expenditure relating to auspice fees, business planning costs, management fees, meeting expenses and volunteer costs.	
Organisation type	The status or incorporated status of a legal entity registered in QGrants.	PFP (Private for Profit) NFP (Not for Profit) NSS (Non State School) GE (Government Entity)
Relationship	Identified link between QGrants accounts (Grantee, Beneficiary, Contact).	Types of relationships: <ul style="list-style-type: none"> • Grantee/Organisation is 'Sponsor Of' a Beneficiary. • Beneficiary is 'Sponsor By' a Grantee. • A contact account can be 'Authorised Officer' of a Grantee/Organisation. • A contact account can be 'Responsible Officer' of a Grantee/Organisation OR Beneficiary.
Requested Amount	The amount requested in a new application or claim by the service provider.	
Responsible Officer	The person responsible for all details and information of the QGrants account.	For example: this person can accept new contact officer and updating account information in QGrants.