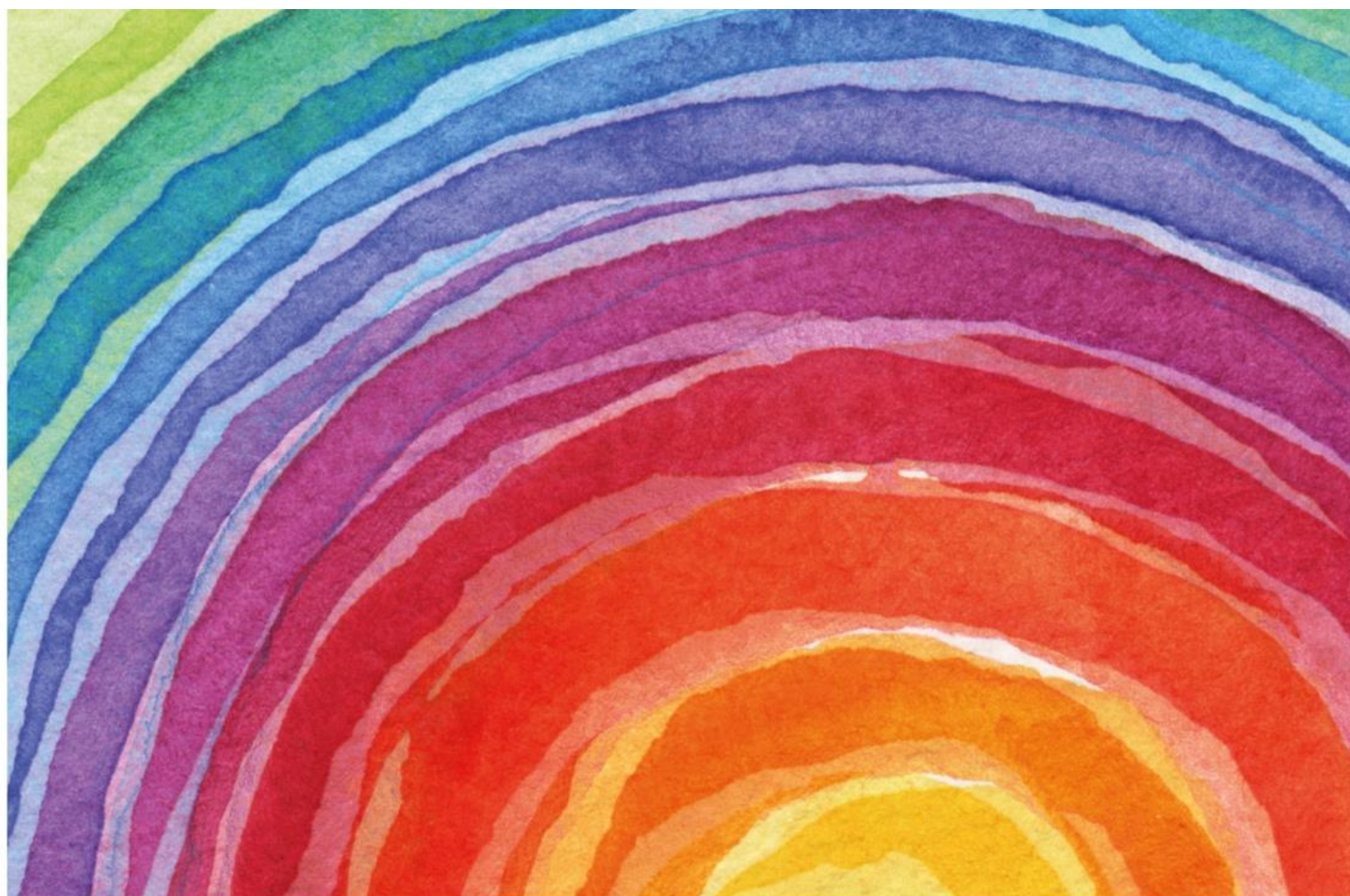


Category Guidelines

Integrated Service Delivery



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1. Integrated Service Delivery Funding Category

Integrated Service Delivery joins together a range of services and disciplines to create a comprehensive and coherent service delivery system for the benefit of families with young children. The purpose of the Integrated Service Delivery funding category is to provide comprehensive, locally responsive and connected services that support child and parent/carer wellbeing, enhance positive child learning and development and build parenting capacity.

The Integrated Service Delivery (ISD) Funding Category aims to achieve the following outcomes, including:

- Increased parents'/carers' awareness of and engagement with their child/children's learning, wellbeing and development;
- Increased secure attachment between children and their parent/carer;
- Increased parental capabilities and confidence in parenting and parenting self-efficacy;
- Improvement in the rate of children developmentally on track;
- Increased community connection and families, parents, children accessing the right services at the right time, including kindergarten; and
- Increased local access to a range of family and early years programs that reflect the current context of Queensland families and are available in a range of formats to support differing needs and requirements.

Funding is provided to deliver and/or support services and activities grounded in evidence-based practice, such as:

- early childhood education and care (e.g. kindy and school transition programs, kindergarten or adjunct care);
- family support (e.g. parent support programs, home visits, music play and therapy, counselling services);
- parent/carer and child engagement programs (e.g. playgroups, Families as First Teachers, Circle of Security, Parents as Teachers); and
- child and maternal health (e.g. child health screening and checks, immunisation, advice and advocacy, allied health support such as speech therapy).

Services under the ISD funding category, known by the common name Early Years Places, are 'one-stop shops' where families can access multiple services, or referrals to specialist services, for their children and themselves. They support families with children aged from birth to eight years of age and respond to the changing needs of their local communities.

Some examples of ISD strategies and activities in an Early Years Place may include but are not limited to:

- universal and targeted service activities delivered by early childhood educators, child health nurses and family support staff working collaboratively for families with young children in the community;
- established and effective referral pathways and holistic service delivery initiatives;
- locally responsive and culturally appropriate programs, services and environments;
- services being co-located or in close proximity to other community services; and
- cooperative, coordinated or collaborative relationships with neighbouring service providers.

The ISD funding category is one of five funding categories delivered under the Department of Education (the Department) Early Years Services (EYS) program. The Department provides grants to both small local services and state-wide organisations to deliver a range of early years programs and services in priority communities. The Queensland Government funding is allocated to support services across Queensland, including rural, remote and high-growth communities. The five funding categories are:

- Child-focused activities and groups;
- Early Childhood Education and Care;

- Family support;
- Sector support; and
- Integrated Service Delivery.

2. Partnerships

Proactive partnerships, referral pathways, and active participation in a local service network is considered critical to the success of Early Years Places in being responsive and adaptive to local populations and identified community needs. All services funded under this category are expected to proactively connect with suitable local networks wherever practical, including local kindergarten services.

Where an Early Years Place is located in one of the Department of Education (the Department) Connect 4 Children (C4C) nominated priority locations, it is expected that the Early Years Place will actively contribute to the C4C network and work toward implementing the identified priorities and objectives of C4C Birth to Five Plans.

3. Working with children and creating child safe environments

Organisations funded under the ISD funding category will create and maintain child safe environments using the [National Principles for Child Safe Organisations](#), which are designed to build capacity and deliver child safety and wellbeing in organisations, families and communities and prevent future harm.

The National Principles collectively show that a child safe organisation is one that creates a culture, adopts strategies and acts to promote child wellbeing and prevent harm to children. A child safe organisation consciously and systematically:

- creates an environment where children's safety and wellbeing is the centre of thought, values and actions;
- places emphasis on genuine engagement with, and valuing of children;
- creates conditions that reduce the likelihood of harm to children and young people;
- creates conditions that increase the likelihood of identifying any harm; and
- responds to any concerns, disclosures, allegations or suspicions.

The National Principles are available from the Child Safe Organisations website at:

<https://chilsafe.humanrights.gov.au/>

Organisations will also ensure that staff who are mandatory reporters are aware of their reporting obligations under the *Child Protection Act 1999*, which includes the requirement to notify the Department of Children, Youth Justice and Multicultural Affairs if they have formed a reasonable belief that a child is in need of protection.

Organisations that work with children must also ensure they have the appropriate blue card requirements in place. Information about the blue card system requirements is available at the Queensland Government's Blue Card Services website at <https://www.bluecard.qld.gov.au>

4. Reporting on Outcomes

An outcomes framework including performance measures, outlined below, is used to assist the Department and EYS to focus on positive outcomes for children and parents/carers. Monitoring is undertaken through data collection requirements as listed here, and financial accountability requirements as specified in the service agreement. The data is also supported by a qualitative or narrative report provided through the 'story behind the data' and case studies.

Funded services are required to seek feedback from a cross section of parent/carers to inform reporting and continuous improvement strategies. Throughout the qualitative reporting template, this feedback is identified as 'parent/carers surveyed'. This term is inclusive of: written, conversational, focus groups or any method or methods appropriate to seek specific feedback which represents the voice of families and service users.

4.1 Quantitative reporting

Type of measure	Measure	Counting Rules
Quantity i.e. how much?	<p>Total number of all children:</p> <ul style="list-style-type: none"> • Total number of all children • Total number of children from culturally and linguistically diverse backgrounds • Total number of children who identified as Aboriginal and/or Torres Strait Islander • Total number of children with disability • Total number of children aged 4 years • Total number of children aged 4 years who are enrolled in Kindergarten • Total number of children aged 3 years • Total number of children aged 3 years whose parents/carers intend to enrol them in Kindergarten 	<p>Count each child who participated in activities during the 6-month reporting period once only.</p> <ul style="list-style-type: none"> • Do not count attendees at an 'event' e.g. Family Fun Day (this information should be included in the Additional Information section of the Service Delivery - Story Behind the Data in the Narrative report. <p style="background-color: #e0e0e0; padding: 5px;"><u>For example:</u> a child participated in an activity (such as a playgroup) twice a week during the reporting period. Count = 1.</p> <ul style="list-style-type: none"> • Count each child in the following demographics who participated in activities during the reporting period once only: <ul style="list-style-type: none"> ○ count each child who identified as from a culturally and linguistically diverse background and participated in activities during the 6-month reporting period once only. ○ count each child who identified as Aboriginal and/or Torres Strait Islander and participated in activities during the 6-month reporting period once only. ○ count each child with disability who participated in activities during the 6-month reporting period once only. <p style="background-color: #e0e0e0; padding: 5px;"><u>For example:</u> a child who identified as from a culturally and linguistically diverse background and participated in an activity (such as a playgroup) twice a week during the reporting period. Count = 1 child - culturally and linguistically diverse background.</p> <ul style="list-style-type: none"> ○ Count each child who participated in targeted activities*, and who will be 4 years old by 30 June of this year, once only. ○ Count each 4-year-old child who participated in targeted activities, who is enrolled in kindergarten, once only ○ Count each child who participated in targeted activities*, and who will be 3 years old by 30 June of this year, once only.

Type of measure	Measure	Counting Rules
		<ul style="list-style-type: none"> ○ Count each 3-year-old child who participated in targeted activities*, whose parents/carers intend to enrol them in kindergarten, once only. <p><u>*Targeted activities include the following:</u></p> <ul style="list-style-type: none"> ✓ Facilitated or supported Playgroups attended by 3-year-old children ✓ Pre-kindy / pre-prep / kindy readiness programs such as 'Get Set for Kindy' ✓ Family and parenting support activities which require registration or enrolment with regular attendance (e.g. weekly or fortnightly) <p>For example: a child whose 4th birthday is on 29 June participated in a targeted activity (such as a 3-year-old playgroup) twice a week during the reporting period. Count = 1</p>
	<p>Total number of all parents/carers:</p> <ul style="list-style-type: none"> • Total number of parents/carers • Total number that are from culturally and linguistically diverse backgrounds • Total number who identified as Aboriginal and/or Torres Strait Islander • Total number with disability 	<p>Count each individual parent/carer who participated in activities during the 6-month reporting period once only.</p> <ul style="list-style-type: none"> • Do not count attendees at an 'event' e.g. Family Fun Day (this information should be included in the Additional Information section of the Service Delivery-Story Behind the Data). <p>For example: a parent participated in an activity (such as a playgroup) twice a week during the reporting period. Count = 1.</p> <ul style="list-style-type: none"> • Count each individual parent/carer in the following demographics who participated in activities during the reporting period once only: <ul style="list-style-type: none"> ○ count each parent/carer who identified as from a culturally and linguistically diverse background and participated in activities during the 6-month reporting period once only. ○ count each parent/carer who identified as Aboriginal and/or Torres Strait Islander and participated in activities during the 6-month reporting period once only. ○ count each parent/carer with disability who participated in activities during the 6-month reporting period once only.

Type of measure	Measure	Counting Rules
		<p><u>For example:</u> an Aboriginal and/or Torres Strait Islander parent/carer participated in activities twice a week (such as a playgroup) during the 6-month reporting period. Count = 1 Aboriginal and/or Torres Strait Islander parent/carer.</p>
Quality i.e. How well?	Total number of parents/carers who are satisfied with the activity.	<p>Count the total number of parents/carers surveyed who are satisfied with the activity.</p> <p>Were parents/carers satisfied with the activities at the EYP? For example, were they satisfied with the following aspects of the activities:</p> <ul style="list-style-type: none"> • timeliness (e.g. delivered on time and within expected timeframes); • accessibility (e.g. easily accessible for everyone, welcoming and safe environment); • quality (e.g. delivered by well-trained staff); • meeting their expectations; • helping them to achieve their desired outcomes; and • all the above (overall satisfaction)? <p>Would the parent/carer recommend the EYP to a friend?</p> <p>This information may be collected by EYP workers through surveys, conversations with parents/carers, and specific program evaluation.</p>
	Number of individual parents/carers who received intensive support.	Count the total number of individual parents/carers who receive intensive support in activities during the 6-month reporting period.

Type of measure	Measure	Counting Rules
		<p>Intensive support means activities and/or support to assist in addressing the multiple and/or complex needs of parents/carers and their children presenting with behaviours or circumstances that are having negative consequences. Examples of activities include home visits and referrals and follow up actions to specialist services, to address complex issues or needs such as:</p> <ul style="list-style-type: none"> • domestic and family violence; • mental illness; • substance misuse; • homelessness and poverty; and • developmental delays. <p><i>Note: Children may be included in the family groups but are not included in the count above.</i></p>
Effectiveness i.e. is anyone better off?	Total number of parents/carers surveyed.	Count the total number of parents/carers surveyed during the reporting period once only .
	Number of parents/carers who were connected to and accessed the right services at the right time.	<p>Count the total number of parents/carers who were assisted by the funded service to connect to and access the support services they needed, when they needed it.</p> <p>The EYP identifies parents/carers who need to be referred to specialist services, and helps them access these services, for example:</p> <ul style="list-style-type: none"> • parents/carers were provided referrals to specialist support services such as DV support services, financial support and emergency relief; • a parent/carer was able to access a child and maternal health nurse for a developmental check-up for their child, following observation of the child by the nurse during a playgroup; or • a child with speech development delays was referred to a speech therapist who worked with the child over a number of sessions, and provided feedback to the EYP about the child's progress.
	Number of parents/carers improving their engagement with their child/children.	<p>Count the total number of parents/carers who demonstrated improved, positive engagement with their child.</p> <p>Positive parental engagement between a parent/carer and their child can be demonstrated through secure attachment, for example:</p>

Type of measure	Measure	Counting Rules
		<ul style="list-style-type: none"> • the parent/carer is sensitive, attuned and responsive to the child; • the child is distressed when separated from the carer and joyful when parent/carer returns; • the child uses the parent/carer as a safe base to explore the environment; and <p>Parents/carers may also demonstrate engagement with their children through increased knowledge and awareness about their child’s development, and increased confidence in their parenting skills, for example the parent/carer:</p> <ul style="list-style-type: none"> • is aware of age-appropriate child development in cognitive, language and literacy, social-emotional and motor domains; • has interactions with their child that enhances age-appropriate development, and reinforces cultural values; • has a feeling of competence and confidence in parenting practices; • is involved in the child’s care and education; and • has a stable home environment (e.g. established regular routines, hygiene practices, healthy eating, sleeping patterns). <p>This information may be collected by EYP workers through observation, surveys, conversations with parents/carers, and specific program evaluation.</p>
	Number of parents/carers whose child/children are benefiting from participating in the activity.	<p>Count the total number of parents/carers whose child/children benefited from participating in an activity.</p> <p>A child may demonstrate that they have benefited from an activity when they show an improvement in any of the following areas (BACKS):</p> <ul style="list-style-type: none"> • B - behaviour • A - attitude/opinion • C - circumstances • KS - knowledge/skills <p>For example, the child may demonstrate the following improvements:</p> <ul style="list-style-type: none"> • developing as expected across 5 developmental domains (communication, fine motor, gross motor, personal social, problem solving);

Type of measure	Measure	Counting Rules
		<ul style="list-style-type: none"> • demonstrating improved secure attachment with parent/carer; • developing a sense of identity; • more resilient, confident to explore their environment, developing effective social skills, building trusting relationships • communicating needs, wants and feelings to others. <p>The improvements may be observed by staff (documented during activities or in reflection afterwards), confirmed by parents during discussion with staff, or reported by parents in a survey.</p>
	<p>Number of parents/carers who benefited from participating in an activity.</p>	<p>Count the total number of parents/carers who have benefited from participating in an activity.</p> <p>The parent/carer may demonstrate that they have benefited from an activity when they show an improvement in any of the following areas (BACKS):</p> <ul style="list-style-type: none"> • B - behaviour • A - attitude/opinion • C - circumstances • KS - knowledge/skills <p>For example, the parent/carer may demonstrate the following improvements:</p> <ul style="list-style-type: none"> • increased knowledge about child development milestones; • increased confidence in their parenting skills; • improved ability to positively guide children’s behaviour; • home circumstances have changed – established regular routines / stable housing / financial stability; or • taking an active role in their child’s development. <p>The improvements may be observed by staff (documented during activities or in reflection afterwards), confirmed by parents during discussion with staff, or reported by parents in a survey.</p>

4.2 Qualitative (Narrative) reporting

4.2.1 Story behind the data

The department values the narrative information from EYS providers as well as the performance data and will collect this information through case studies (minimum of two each reporting period) and a summary report (minimum two pages each reporting period).

To continuously improve the service delivery and achievement of outcomes through early years funding it is important for services to analyse the data and identify issues that impact or influence client outcomes through the data collection summary report and case studies.

4.2.2 Summary Report

EYS providers should focus on the following when telling their story in the summary report:

- service delivery performance
- activities delivered and future activities planned
- evidence based practice principles
- partners and partnerships in the community
- benefits and challenges during the reporting period
- areas and strategies for improvement
- staff qualifications and or training undertaken during the reporting period.

4.2.3 Case studies

EYS providers will submit two case studies (at least one focused on a group or program). Information provided through case studies should be non-identifying and include consideration of the following:

- background
- support activities provided to improve the client's circumstances
- how the activities contributed to achieving the expected outcomes
- barriers or activities which did not work in the specific circumstances.

5. Grants Management System – QGrants

QGrants is the department's grants management system that operates as a single online portal for organisations to apply for and manage Early Years Services grants.

5.1 Applying through QGrants

To apply for Queensland Government funding and submit claims/reporting, please access the online QGrants portal via <https://qgrants.osr.qld.gov.au/portal>.

5.2 Submitting claims through QGrants

Organisations with an executed funding agreement will lodge a QGrants 'claim' on or by the due date named in the funding agreement, to submit the required performance and financial reporting.

Direct data entry into a QGrants survey, will be required for the quantitative performance measures. The completed template of both the Financial Accountability Form and the Periodic Performance Report containing the summary report and case study is submitted as two attachments within the QGrants claims process.

Following completed assessment of the reports by Department of Education officers, payments will be released in accordance with the funding agreement. Further information is available at <https://earlychildhood.qld.gov.au/funding-and-support/grants-tenders-and-funding/grants-management/grants-management>

6. Resource Links

All Early Years Services Funding Category Resources

<https://earlychildhood.qld.gov.au/funding-and-support/grants-tenders-and-funding/early-years-services-funding/category-resources>

Integrated Service Delivery Funding Category Resources

<https://earlychildhood.qld.gov.au/funding-and-support/grants-tenders-and-funding/early-years-services-funding/category-resources/integrated-service-delivery>

Glossary of terms

<https://earlychildhood.qld.gov.au/fundingAndSupport/Documents/eysf-glossary.docx>