

PART B

Early Childhood
Education and Care
Funding Category
Guidelines
2016 - 2018



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1. Early Childhood Education and Care Funding Category

The Early Childhood Education and Care (ECEC) Funding Category supports the provision of early childhood education and care provided in accordance with the *Education and Care Services National Law (Queensland) Act 2011* and the *Education and Care Services Act 2013 (Qld)*, as required, for children aged from birth to 13 years. It will provide access to high quality activities supporting child learning and development through a quality environment.

The ECEC Funding Category outcomes may include but are not limited to:

- improved child development;
- improved school readiness for children; and
- an increase in opportunities for parents/carers to participate in employment, training and support activities.

Funding may be provided to deliver activities such as:

- Limited Hours Care;
- Vacation care (for Aboriginal and Torres Strait Islander children and children with disability);
- Before or after school care; and
- Long Day Care.

The ECEC Funding Category is prioritised toward geographic locations where access to ECEC activities is limited.

Funding in this category relates to grant expenditure only and excludes subsidy expenditure such as the Queensland Kindergarten Funding Scheme and Disability Inclusion Support for Queensland Kindergartens.

2. Reporting on Outcomes

Standard performance measures for this category were developed using Results Based Accountability (RBA) and are outlined below. The RBA approach uses a simple framework to help the Department and Early Years Service (EYS) providers focus on positive outcomes for children and their families.

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 report including the story behind the data and case studies which impact the achievement of expected outcomes.

2.1 Quantitative reporting

Type of measure	Measures	Counting Rules
<p>Quantity How much?</p>	<p>Number of children attending the service:</p> <ul style="list-style-type: none"> • Total number of all children • Total number of children from culturally diverse backgrounds (CALD) • Total number of children who identified as Aboriginal and/or Torres Strait Islander • Total number of children with disability 	<p>Count each child who participated in activities during the reporting period once only.</p> <p>Do not count attendee at an “event” eg fun day in the park (this information should be included in the Narrative Report).</p> <p>For example: a child participated in an activity (limited hours care) twice a week during the reporting period. Count = 1</p> <p>Count each child in the following demographics who participated in activities during the reporting period once only.</p> <ul style="list-style-type: none"> • Count each child who participated in activities during the reporting period who identified as CALD once only. • Count each child who participated in activities during the reporting period who identified as Aboriginal and/or Torres Strait Islander once only. • Count each child who participated in activities during the reporting period who identified with a disability once only. <p>For example: a child participated in activities in the centre every week during the reporting period. Count = 1 child</p>
	<p>Total number of children for past 12 month period.</p>	<p>Total number of individual children for the past 12 months.</p> <p>Count each child only once who participated in activities during the past 12 months (Note this number may be the same as the above question, if you report annually).</p>

Type of measure	Measures	Counting Rules
Quality How well?	Number of children participating in activities at the service on a weekly basis.	<p>Count the total number of children who participated in activities every week (when service is available) during the reporting period.</p> <p>For example: a child participated in an activity every week during the reporting period. Count = 1</p> <p>Note: Percentage will be automatically calculated in QGrants</p>
	Number of children who are participating and engaged.	<p>Count the number of children aged between birth and 13 years who are participating and engaged in the reporting period.</p> <p>Children interact and learn in diverse ways due to culture, disability, environment etc.</p> <p>Indicators to assist in determining if a child is participating and engaged include:</p> <ul style="list-style-type: none"> • The child is passively, by watching or conversing with other children, engaged in play activities. • The child shares materials and talks to others. • The child responds positively to the facilitator/parent's interest in their activity. • The child is curious and persists to get things right (e.g counting). • The child is cooperative and can organise themselves into a role with specific goals (e.g. patient/doctor). • The child is solitary, independent and looks content to play by themselves. <p>Note: Percentage will be automatically calculated in QGrants</p>

Type of measure	Measures	Counting Rules
Effectiveness Is anyone better off?	Total number of parents/carers surveyed .	Count the total number of parents/carers surveyed during the reporting period only once .
	Number of parents/carers who report their child/children are benefiting from participating in the activity.	Count the total number of parents/carers surveyed who report their child/children are benefiting from participating in the activity. A child may benefit from an activity by an improvement in any of the following areas: <ul style="list-style-type: none"> • skills/knowledge; • attitude/opinion; • behaviour; and • circumstances. Note: Percentage will be automatically calculated in QGrants
	Number of parents/carers surveyed who report being able to participate in employment, training and support activities because their child/children can attend the activity.	Count the total number of parents/carers surveyed who report being able to participate in employment, training and support activities because their child/children can attend the activity. Note: Percentage will be automatically calculated in QGrants

2.2 Qualitative Reporting

2.2.1 Story behind the data

The Department values the narrative information from EYS providers as much as the performance data and will collect this information through case studies.

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

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

- Service delivery performance;
- Activities delivered;
- Partners and partnerships;
- Strategies for improvement;
- Action plan; and
- Staff qualifications/training undertaken during the reporting period.

2.2.2 Case studies

Information provided should be non-identifying and include consideration of the following:

- Background;
- Support activities provided to improve the clients circumstances; and
- How did the activities contribute to achieving the expected outcomes?

3. Grants Management System – QGrants

QGrants is the Department's grants management system (GMS) that operates as one portal for you to apply for and manage Early Years Service grants.

3.1. How to use QGrants

How to apply for Queensland Government funding and submit claims via [QGrants](https://qgrants.osr.qld.gov.au/portal).
[<https://qgrants.osr.qld.gov.au/portal>]



3.2 Submitting claims through QGrants

Organisations with an executed funding agreement can lodge a 'claim' to submit required performance and financial reports.

Direct data entry will be required for the quantitative performance measures. The template for the story behind the data and case studies should be submitted as an attachment through the QGrants claims process.

After reports have been assessed, 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>

Appendix 1 – EYS Provider Feedback Form

Please send to: EYS@dete.qld.gov.au		
Document name:		
Issue or Topic	Reference (Page/section)	Suggested change or comment on the Early Years Services Guidelines Part A or Part B