

Integrated Service Delivery Funding Scorecard

July 2017 – December 2017

To support families wellbeing and children's development

Outcomes for children and families



53
integrated services

- 84% ↓ parents/carers report they are benefiting from participating in the activity.
- 84% ↓ parents/carers improving their engagement with their child/children.
- 77% ↓ parents/carers report the funded service assists them in accessing the support services they need.
- 84% ↓ parents/carers report they are satisfied with the activity.
- 14% — parents/carers receive intensive support.

Story behind the data

Data

In July 2016 a new reporting regime was introduced to Early Years Service funding. The regime focuses on the outcomes of the clients and Early Years Places (EYP) have now submitted data over three reporting periods. The data reflects a decrease in overall benefit and satisfaction measures in this latest period and is attributed to the gradual refinement of client assessments and data collection systems which are now capturing more accurate information which is addressing previous challenges such as:

- Using written surveys only;
- Assessing or surveying only the regular participants who are engaged; and
- Surveying only once during the reporting period and not being able to assess a change over time in the client.

Effective Partnerships

Working in collaboration with partners to achieve outcomes for shared clients has been an effective way for EYPs to provide access to other services for clients. Partnerships over the last reporting period have included providing specialist services within an existing child

development activity and referrals to other services such as speech therapists or counselling services.

Effective partnerships have enabled EYPs to increase their reach within the community by identifying and engaging new clients in early years learning and development.

EYPs have identified that for partnerships to work they need to be specific to the needs of the clients and provide a seamless holistic service that engages clients and achieve outcomes.

Parent/Carer Engagement

Engaging parents/carers in activities delivered by EYPs can be challenging for a number of reasons such as a lack of understanding of the importance of early years learning and development. Transport and consistent delivery of activities can also be a challenge for parents/carers particularly in regional and remote locations. Staff changes and reductions in staff numbers affect the consistency of delivery and therefore engagement of parents/carers.

During the last reporting period the following strategies were identified as being successful:

- Delivering outreach programs to promote early years

learning and available services;

- Building trust with parents/carers;
- Providing a welcoming environment and creating a sense of belonging;
- Providing a connection to the community through partners and group activities; and
- Delivering evidence based programs.

Tailored Programs

EYPs have demonstrated that by understanding parents/carers needs and challenges, and then developing activities that address those needs and challenges parents/carers are regularly engaged and are now better off. Tailored activities and programs to suit clients' needs include, but are not limited to:

- Small group activities connecting parents/carers to others in similar situations;
- Outreach programs across different locations;
- Engaging parents/carers with their child through play-based activities; and
- Involving parents/carers in the delivery of child focused activities to increase engagement/attachment with their children.

Partnerships

- Community organisations (including Indigenous Elders, PCYC, Playgroup Queensland)
- Maternal and child health services
- Speech and Occupational Therapy, Nutritionist
- Health services (Community Health, Allied Health)
- Local schools and kindergartens
- Early Childhood Education and Care services
- Local libraries
- Local councils

Activities

- Playgroup (Play2Learn, dad's group, mobile)
- Parent programs (Circle of Security, Triple P, Families as First Teachers (FaFT), Parents as Teachers (PaT), 123 Magic)
- Family support (Counselling, home visits)
- Immunisation and health checks (Hearing and sight tests, Baby clinic)
- Transition to school programs



Feedback and observations

What has been the most significant change –

"...with the great relationships we've built, we are now referring clients to the right services"

"I love coming here because you make me feel like I belong."

"...when experiencing sleepless nights, development milestones, teething, tantrums and toilet training, fussy feeders and the unknown, books/internet doesn't have the solution. The facilitator and the other mums help in these situations." Playgroup parent.

85% ↓ parents/carers report their child/children are benefiting from participating in the activity

Continuous Improvement

The Department of Education will work with integrated services to:

- facilitate EYP networking opportunities across the regions and state
- identify and share evidence based practice
- continue to support capacity building about early childhood development and practice, leadership and governance for EYP staff
- continue to support the development of effective surveying tools and data collection strategies.

Integrated services will:

- strengthen partnerships and collaborate to improve outcomes for children
- increase parent/carers knowledge on early years learning and development through promotion and use of appropriate services and resources
- improve engagement with children and parents/carers through delivery of outreach activities
- improve surveying/assessment and data collection
- provide professional development opportunities for staff focused on early years learning and development.

Integrated service delivery snapshot



10,318 ↑
Total # of children participating

4% ↓
Children with disability

13% ↓
Culturally and Linguistically Diverse children

33% ↑
Aboriginal and/or Torres Strait Islander children



6,630 ↓
Total # of parents/carers participating