

Activity, Supported Playgroup - Service Option 4: Provide targeted support

Issue (Problem)	Participants	Evidence and Research (Evidence)	Activities (Intervention)	DEX Activities	Mechanisms of Change	Outputs (Outputs and Implementation outcomes)	Short Term Outcomes (Immediate outcomes – primarily attributed to the program)	Medium Term Outcomes (intermediate outcomes – partly attributed to program, beginning of shared attribution)/ contribution	Long Term Outcomes (shared attribution actors agencies/NGOs)	Impact (Goals)
<p>What is the problem? What is the need you are trying to address?</p>	<p>Who are the target group? Are there secondary target groups and/or partners?</p>	<p>What does research say about this problem and people in the target group? What does the evidence of other programs or your data suggest 'What Works'? See also Library@facs.nsw.gov.au for research evidence</p>	<p>What is the service or program you are going to deliver? How many sessions to how many participants etc. What are the resources you will need, human and other?</p>	<p>For reporting to DEX (by option and flexible activity) *these flexible activities will be identified you the Activity Mapping template/ exercise</p>	<p>How does the evidence relate to the program? How will the program achieve the desired outcomes through the activities?</p>	<p>What do you need to count? # activities/sessions # participants # partners (also, satisfaction with service received and program delivered)</p>	<p>What are the program outcomes? What outcomes can be contributed directly to the program, service, activity or event? *taken from Fams Principles in Practice</p>	<p>What do you believe will change or increase for the participants as a result of the program, service, activity or event? *from FASIAR Report – Human Service Outcomes Framework: Application to Early Intervention, 1 Feb 2018</p>	<p>What are the broader population outcomes for the target group and community if the program, service, activity or event is a success? *NSW Human Services Outcomes Framework</p>	<p>What is the end result? What do you want for your communities, families, children and young people? *TEI Program Outcomes Framework, July 2018 See also The Nest (ARACY) A National Plan for Child & Youth Wellbeing https://www.aracy.org.au/projects/the-nest</p>
<p>Children are not always able to reach their full potential.</p> <p>Parents, carers and families sometimes lack the support and skills they need.</p> <p>AEDC data shows persistent or increased vulnerabilities in children at a local level.</p> <p>*TEI Program Guidelines 2017 Wellbeing and Safety of Children Young People and Families – Potentially Vulnerable: eg with risk factors that are known to be predictive of poor</p>	<p>Children 0-3 (possibly 0-5 in line with NSW Health First 2000 days framework)</p> <p>Young parents (one parent younger than 20)</p> <p>Aboriginal Children, Young People, Families and Communities</p> <p>Local District Priorities as identified/ agreed/ negotiated (ie: refugee and migrant communities)</p>	<p>*Principles for high quality playgroups: Examples from research and practice (AIFS)</p> <p>Supported playgroups have a dual focus on supporting the development and wellbeing of children and their parents (Jackson, 2013) by creating an opportunity for carers to meet and share experiences, and for children to play, learn and socialise (Boddy & Cartmel, 2011: CCCH, 2011: Jackson, 2011, 2013). Supported playgroups aim to: increase carers' knowledge of child development and early childhood learning; provide carers access to information and resources; create opportunities to identify developmental needs; and provide referral to appropriate services (Jackson, 2013). They may also be used as a platform to deliver programs and interventions (Commerford & Robinson, 2016).</p>	<p>Structured and flexible activities that build on the principles for high quality playgroups including (but not limited to):</p> <ul style="list-style-type: none"> free and structured indoor/ outdoor play activities child health and wellbeing information information on parenting practices activities that develop children's social, emotional or cognitive skills transition to school activities 	<p>Supported playgroups</p> <p>Indigenous supported playgroups</p> <p><i>Supported playgroups are an opportunity for parents to share experiences of parenting and learn new parenting skills while being supported by workers who coordinate the activities. They also provide children with an opportunity to socialise play and learn in a structured and positive</i></p>	<p>Increasing connection for families and children to broader community social and wellbeing networks, activities and professionals/ practitioners.</p> <p>Improving connection/ attachment between parents/carers and their children.</p> <p>Increasing parent's/carers capacity to provide a safe learning/thriving environment for their children in the home and beyond.</p>	<p>*this list is extensive, choose relevant quantitative measures.</p> <p># parents/carers/ children</p> <p>% participants in TEI target groups</p> <p>% participants in District priority groups</p> <p># activities/sessions</p> <p>##/% families who report they are satisfied with the program/activities</p> <p># participants in program length activities completing program</p> <p># Aboriginal supported playgroups</p> <p>% Aboriginal case work staff</p>	<p>Economic</p> <p>Families are financially stable and have opportunities to contribute to and benefit from our economy.</p> <p>Education & Skills</p> <p>Children are given the best opportunities to achieve in life.</p> <p>Safety</p> <p>Children are safe with their families, and are less likely to experience neglect, abuse or contact with the child protection system</p> <p>Home</p> <p>Parents and carers have the skills and confidence to provide stable, positive,</p>	<p>All people in NSW are able to contribute to, and benefit from, our economy</p> <p>All people in NSW are able to learn, contribute and achieve</p> <p>All people in NSW are able to be safe</p> <p>All people in NSW are able to have a safe and affordable place to live</p>	<p>Economic – sustained participation in employment</p> <p>Education & Skills – increased school attendance and achievement – Children are ready for school and achieve more in education</p> <p>Safety – reduced risk of entry into the child protection system – Child and parent/carer attachment/ connection is increased</p> <p>Home – sustained safe and stable housing – Safety in the home is increased for children/families</p> <p>Health – improved child health, improved health of children and young people – Children are healthy and reaching their full potential</p> <p>Social and Community – increased participation in community events, increased self-reported sense of belonging to their community – Families are healthier and stronger. Families are connected to the resources they need</p>	

<p>long-term outcomes Clients not necessarily presenting with an obvious vulnerability, services designed to identify vulnerabilities and respond appropriately, may be described as universally accessible</p> <p><u>Known Vulnerabilities:</u> eg experiencing difficult life circumstance, engaging in risky behaviour, or already in contact with intervention services. Clients may be experiencing intergenerational disadvantage, such as intergenerational unemployment or chronic health issues. Parents may not be well connected to the community and have low educational attainment. Families may be experiencing domestic or family violence. Families are more likely to overcome adversity with access to formal and informal support.</p>		<p>Supported playgroups specifically targeting culturally and linguistically diverse (CALD) migrant or refugee groups can provide a culturally safe environment for carers, and may assist in the development of social supports, children's social and physical development and links to other services that CALD and refugee carers might otherwise not have (Commerford & Robinson, 2016).</p> <p>Supported playgroups for Indigenous families are adaptive and flexible, based on the needs of Indigenous families in each community. Research demonstrates that effective early childhood education and care programs that engage and sustain Indigenous family participation are more likely to be non-licensed (such as playgroups and parent-child education), physically and culturally accessible programs that focus on the whole family and have a flexible, relationship-focused approach (Leske, Sarmardin, Woods, & Thorpe, 2015). High-quality playgroups for Indigenous families need to be sustainable and run over a long period of time to build trust and engagement with the local community. These playgroups also engage with local people who can provide advice on culturally appropriate learning experiences. This can assist the community to feel a sense of ownership of the playgroup.</p>	<p><i>*be specific about the type/structure and content of program you will be guided by for each session</i></p>	<p><i>environment as well as participate in age appropriate learning experiences and activities to help them become school ready. Supported playgroups are facilitated by a professional worker with qualifications or experience in early childhood or in working with families with children.</i></p>	<p>Improving children's fine/gross motor and social skills.</p> <p>Improving numeracy and literacy for the whole family.</p> <p>Increasing children's school readiness and parent's preparedness for school/community engagement.</p>	<p>% staff ratios of child care activities</p> <p>#/% of programs/activities/events using co-design principles</p> <p>#/% of programs/activities/events that use a family/child centred approach</p> <p>#/% of programs/activities/events that have clear identified participant outcomes that measure behaviour/attitude/circumstance/knowledge and/or skill change or increase</p> <p>#/% of programs/activities/events that report on client/participant outcomes</p> <p>#/% of programs/activities/events that use an evidence base to inform practice and program data for continuous improvement</p> <p>#/% of children/families who report being treated with respect</p> <p>#/% of families/carers who report they trust the program/workers they are engaged in</p>	<p>supporting their children and/or family</p> <p>#/% of families who report they have increased knowledge about parenting/child development</p> <p>#/% of families who report increased connection to community/kin and/or extended family (as a result of the program/activity)</p> <p>#/% of participants who learnt new things to help them with parenting</p> <p>#/% of participants who felt more confident in parenting</p> <p>#/% of participants who report they understand the value of reading to their children</p>	<p>stimulating, safe and secure environments for children.</p>	<p>Health (physical and mental)</p> <p>Parents and carers are supported to care for their children's health before birth, and in the early years of development.</p> <p>Social & Community</p> <p>People are more connected to those around them.</p> <p>Empowerment</p> <p>Families and communities are empowered.</p>	<p>Empowerment – increased client reported self-determination – Aboriginal and CALD families are connected to their community and culture</p> <p>All people in NSW are able to live a healthy life</p> <p>All people in NSW are able to participate and feel culturally and socially connected</p> <p>All people and communities in NSW are able to contribute to decision making that affects them and live fulfilling lives</p>
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