Linking Schools and Early Years Project evaluation

Evaluation framework (2010-13)

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1   Introduction

The aim of the Linking Schools and Early Years Project (LSEY) is to ensure that all children enter the formal education system ready to engage with the many opportunities offered by their new learning environment. The project also aims to ensure that schools are prepared for children of all abilities and backgrounds when they first attend, and that families, services and communities are ready to support the development of children.

Specifically, the project's goals are that:
1. Children and families make a smooth transition between early years services and schools

2. Early years services and schools actively connect with families

3. Schools are responsive to the individual learning needs of all children

The project is operating in three Victorian communities; Corio/Norlane in the City of Greater Geelong, Footscray in the City of Maribyrnong and Hastings in Mornington Peninsula Shire.

In each site the project is working with schools, early years services, families, local government and the community to develop new models of working collaboratively towards achieving the three project goals.

Local partnership groups have been established to guide the project locally in each project site. In partnership with the project team, the partnership groups are responsible for conceptualising, developing and implementing a set of local strategies and activities based on the stated project goals.

The schools involved in the project are:

*   Hastings: Hastings Primary School, Hastings Westpark Primary School and St Mary's Primary School.

*   Footscray: Footscray Primary School, Footscray City Primary School♠, Footscray North Primary School♠ and Footscray West Primary School♠ and St. Monica's Primary School.

*   Corio/Nolane: Corio West Primary School, Norlane West Primary School and North Shore Primary School

LSEY is being led by the Centre for Community Child Health (CCCH), Murdoch Children's Research Institute at the Royal Children's Hospital Melbourne and funded by The R. E. Ross Trust, The Department of Education and Early Childhood Development (DEECD) and the Foundation for Young Australians.

The project commenced in January 2007 and will run until December 2012.

A project advisory group made up of experts in education and early childhood development has been established to oversee the project.

♠ The project was extended to include these additional three Footscray Primary schools in early 2009, in response to consultations with community stakeholders.

1.1   Evaluation

Ilan Katz and kylie valentine, with colleagues from the Social Policy Research Centre (SPRC), University of New South Wales will conduct an evaluation of the project. Evaluation has been built into the project model from the outset, and there is a clear intention to examine the effectiveness of the model and the potential for wider implementation.

The evaluation will be based on data collected from each of the primary groups involved in the project, and from contextual data on the three project communities. The primary groups involved include:

- The parents of children starting school.

- Schools.

- Early education and care (EEC) services, that is, services whose primary business is delivering early education and care services to children in the prior to school years. For the purposes of the project the term 'early childhood education and care' services refers to: kindergarten or pre-school, long day care and family day care.

- Local government.

- Child and Family services, including organisations, groups and agencies whose primary business is delivering health, family support, advocacy and advice services to young children and their families. Example of Child and Family services are maternal and child health, playgroups, pre-school field officers, neighbourhood renewal, libraries etc.

This document updates and replaces the original evaluation framework published as an appendix to the baseline or Time 1 (T1) evaluation report (valentine and Dinning, 2009). The most significant change is the expansion of process evaluation methodologies with the addition of primary data collection.

2   LSEY outcomes framework[1]
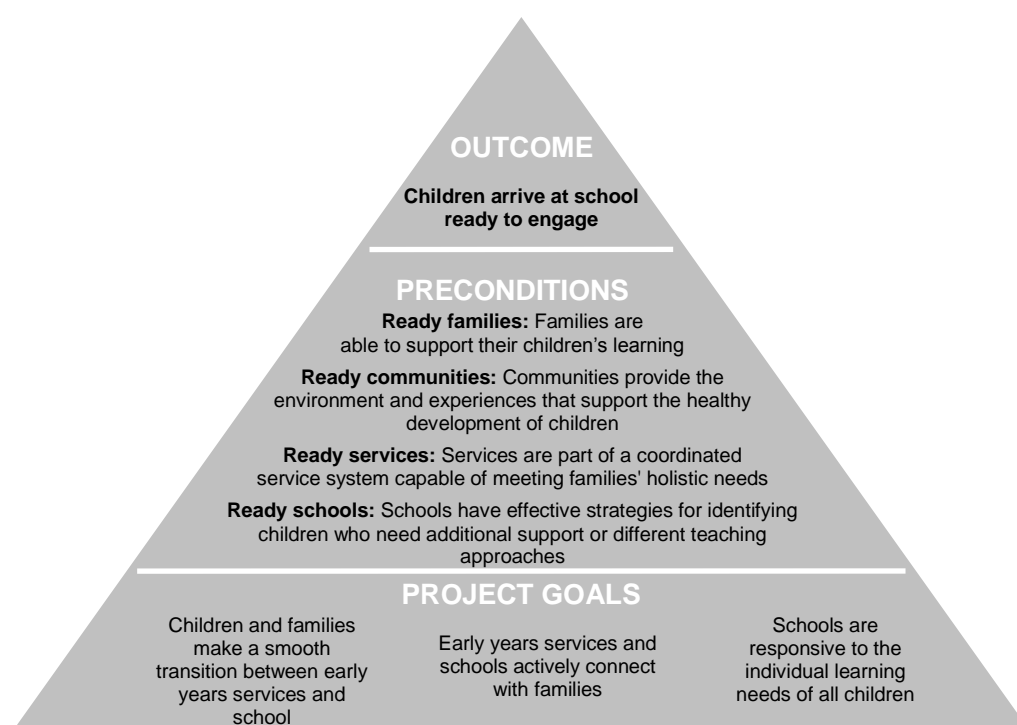
2.1 Project preconditions, goals and objectives

(This section and the diagram above are from the LSEY outcomes framework[1].*)*

The outcome that **children arrive at school ready to engage**, is the ultimate aim for the whole project. The overall outcome is the hardest to measure and requires the longest time to reach. Being ready to engage at school means that children have the social, emotional and learning skills and attitudes that will enable them to benefit from the school environment. In order for this to occur, a number of things need to take place before they get to school:

- They need to attend high quality early childhood services.

- Early childhood services and schools need to develop strong links so that children's transition to school is smooth.

- There needs to be support for children's learning from their families. This includes families being actively engaged in child and family services and being welcomed into school settings.

To achieve the ultimate aim, research suggests that certain outcomes or preconditions need to be achieved. There are four **preconditions** in the LSEY framework that contribute to the overall outcome outlined above. These preconditions or broad outcomes are also hard to measure and are beyond the scope and impact of the project.

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[1] Centre for Community Child Health (2007), *Linking schools and early years project: Outcomes framework*, Centre for Community Child Health, The Royal Children's Hospital, Melbourne

The broad outcomes are:

- Ready families: families are able to support their children's learning. In order to achieve this outcome parents need to understand how they can support their child's development and learning in general and how their children's learning needs are met by early education and care services and schools.

- Ready schools: schools have effective strategies for identifying children who need additional support or different teaching approaches. Schools need to have a variety of strategies to meet the diverse individual learning needs of children.

- Ready services: services are part of a coordinated service system capable of meeting families' holistic needs. Families' general and parenting needs are met most effectively in an integrated child and family support service system.

- Ready communities: communities provide the environment and experiences that support the healthy development of children. Families and children are supported best when their local community has accessible local facilities (for example, libraries and community centres), opportunities for children to play and meet one another, and an overall child- and family-friendly environment.

LSEY cannot have a direct impact on the overall and broad outcomes listed above. Three specific **goals** based on research evidence have been identified which are within the scope of the LSEY, and which have been translated into specific **objectives**. Project sites will need to address all three of these goals, which are as follows:

4. Children and families make a smooth transition between early years[2] services and school.

This goal focuses on linking schools and early years services so that there is a seamless transition for children and their families. Research has demonstrated that transition points in children's lives can be challenging. Smoothing transitions will require dialogue and shared effort between early years services and schools.

5. Early years services and schools actively connect with families.

This goal is based on the research finding that the greater the parents' presence in schools, the more improvement there is in child school-related outcomes. Achieving this goal will involve reaching out to families in which children have not had any involvement in early education and care services prior to starting school. It will also involve trying to engage parents who had negative experiences themselves at school and helping them to support their child's learning.

6. Schools are responsive to the individual learning needs of all children.

There is enormous diversity in children's experiences, backgrounds and learning styles when they start school. Schools that link with early education and care services, parents and child and family services prior to the start of the school year are in a position to develop tailored learning solutions.

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[2] For the purpose of this project the term early years services includes both early education and care services and child and family services

3 Evaluation aims and stakeholders

3.1 Evaluation aims

There are three overall aims of the external project evaluation:

1. To determine the overall impact of the project towards achieving each of the project goals

2. To identify the effectiveness of strategies and activities implemented towards achieving the project goals across and within the project sites

3. To identify the barriers and enablers to achieving the project goals

3.2 Evaluation stakeholders

There are three distinct groups of stakeholders: project site stakeholders; Australian communities who wish to learn from the project; and local and state government. It is important that the evaluation explores areas that will meet the needs of each of these stakeholder groups. The needs of each stakeholder group are as follows:

1. Government

Findings from the evaluation will be used to inform policy development, especially in delivering the *Victorian Blueprint for Education and Early Childhood Development* through the identification of strategies and enablers that lead to the achievement of goals common to the *Blueprint* and LSEY.

2. Other communities

Wider Australian communities will use findings from the evaluation to support systems and practice change within their own communities.

3. Project site stakeholders

The evaluation will have a formative component as well as a summative component. Data from the process and outcomes components will inform the development and refinement of project activities throughout the course of the evaluation.

4   Methodology

The evaluation will have two strands: an *outcomes* evaluation which will look at the effect of LSEY on children, families, early education and care services, child and family services and schools and a *process* strand which will focus on the process of implementing LSEY in the three project sites. In particular the *process* strand will assess the extent to which the project has been implemented as designed, and explore the internal and external factors that assisted or impeded implementation with regard to the changes in service delivery and coordination.

We will also examine contextual data which will give an indication of the nature of the communities in which the project is operating.

The evaluation aims are related to the components as follows.

Aim	Component
1. To determine the overall impact of the project towards achieving each of the project goals	Outcome
2. To identify the effectiveness of strategies and activities implemented towards achieving the project goals across and within the project sites	Outcome and Process
3. To identify the barriers and enablers to achieving the project goals	Process

4.1   Evaluation aims

Evaluation Aim 1

The outcomes component of the evaluation will explore Evaluation Aim 1. The following questions will be considered to determine the overall impact of the project towards achieving each of the project goals (**Evaluation Aim 1**):

- Has the experience of transition to school improved for children and their families over the life of the project?

- Have the connections between schools and families strengthened over the life of the project?

- Have the connections between early education and care services and families strengthened over the life of the project?

- Has the capacity to work in partnerships between early education and care services, schools and child and family services strengthened over the life of the project?

- Have schools improved their ability to meet the specific needs of children in their first year?

- In addition to LSEY, what other factors were involved in changes?

- Have there been unanticipated outcomes, positive and negative?

Evaluation Aim 2

Both the outcomes and process components of the evaluation will explore Evaluation Aim 2. To identify the effectiveness of strategies and activities implemented towards achieving the project goals across and within the project sites (**Evaluation Aim 2**), the following questions will be considered:

- Have schools, early education and care services and child and family services changed their operations to better facilitate the achievement of the project goals?

- Over the life of the project, what strategies and activities were found to support strengthened connections between early education and care services, schools and child and family services and to support them to work in partnership (e.g. time-release, shared professional development)?

- What strategies and activities were found to contribute to children and families transitioning smoothly between early years services and schools?

- What strategies and activities were found to contribute to connections between schools and early years services and families strengthening over the life of the project?

- What strategies and activities were found to contribute to schools meeting the individual learning needs of all children in the first year of school?

- What strategies and activities were found to be unsuccessful in contributing to the achievement of the project goals?

Evaluation Aim 3

The process component of the evaluation will be used to explore Evaluation Aim 3. The following questions will be considered to identify the barriers and enablers to achieving the project goals (**Evaluation Aim 3**):

- To what extent has the project been implemented as intended?

- What are the core elements that assisted and impeded the project goals being achieved?

- What are the strengths and difficulties of the project model?

- What are the characteristics and effective elements of the project partnership groups?

- What are the functions and characteristics of local leadership in schools, local government, ECEC and community services? To what extent was the project adopted and championed by the partnership groups?

- What characteristics of the local service network in each site assisted and impeded the project goals being achieved? (e.g. history of collaboration and existing relationships)

- To what extent was the project adopted and championed by the partnership groups?

- What enabled and hindered the capacity of the partnerships to work with existing local initiatives? (e.g. Best Start)

4.2 Data Collection Tools

Summaries of the data collection tools that will be used to collect evaluation question information for each of the evaluation aims are shown in Table 4.1.

Questionnaires

There are four questionnaire instruments being used for the evaluation: a *parent questionnaire,* a *schools questionnaire*, an *early education and care services questionnaire*, and a *child and family services questionnaire*. Each is being used to collect information for both outcomes and process components of the evaluation and to achieve each of the evaluation aims (Table 4.1).

The *parent questionnaire* asks parents/carers about their child's experience in the years before school and in starting school, and about their relationship with teachers and other staff at the school. It is being used as a repeated cross sectional measure of children starting school in the years, 2008, 2010 and 2012. At each of these three time points, the *parent questionnaire* is being disseminated in conjunction with the Victorian School Entry Health Questionnaire in each of the participating schools in the three LSEY project sites.

The *schools questionnaire*, *early education and care services questionnaire*, and *child and family services questionnaire* are being used to conduct longitudinal analysis and will be administered in 2008, 2010 and 2012. The *schools questionnaire* asks LSEY schools about their relationship with early childhood education and care services and child and family services in their area, as well as collects information to identify school level practice in relation to the three project goals. The *early education and care services* questionnaire asks services about their relationship with schools and other early childhood education and care services in their area. While the *child and family services questionnaire* asks about these services relationships with schools, early childhood education and care services and other child and family services in their area.

Each of the four questionnaires has been administered once for the first wave of data collection (T1, 2008) and will be readministered and analysed in 2010 and 2012. 2010 and 2012 analysis will be used to detect any changes over time and differences between sites.

In 2008 (T1) the questionnaire sample was approximately 250 (parent questionnaire returns $n = 199$, early years services $n = 18$, schools $n = 7$; child and family services $n = 25$). Larger sample sizes for the *parent questionnaires* and *school questionnaires* are anticipated for subsequent years due to the addition of three schools in one area (Footscray), who have joined LSEY since T1 data collection. It is also anticipated that the sample size for *early education and care services questionnaire*, and *child and family services questionnaire* will grow throughout the project, to reflect growing local engagement in the project and strengthening of local networks.

Questionnaire domains and timelines are included in Appendix A.

Interviews

In-person or telephone interviews will be held with parents and staff to collect information for both Outcomes and Process components of the evaluation and to achieve each of the evaluation aims. For further detail please refer to Table 4.1.

The evaluation questions for each of the evaluation aims, contextual information (especially CCCH journals), as well as administrative data from the sites (including internal evaluations results and output data) will form the basis of the interview schedules and inform the analysis of interview data.

Site visits and primary interview data collection will occur at two points, in 2010 and 2012. Interim interview data collection via telephone interviews will occur in 2011. The evaluators and CCCH will work together to identify and recruit evaluation informants. These are likely to include at least the following:

- CCCH staff (LSEY project staff and management)
- Partnership members (schools, early education and care, child and family services and local government)
- Parents
- School teachers and principals not closely involved in partnership groups
- Early education and care teachers and staff not closely involved in partnership groups
- Child and family services not closely involved in partnership groups
- Former members of partnership groups (where they exist), to explore the reasons why membership of the partnerships may be taken up but not sustained.

Interview topics with *CCCH* staff and *partnership* members will include: planning, management and goal-setting processes; strategies for engaging and retaining partnership members; barriers and facilitators to successful activities; the role and function of partnership groups; elements of successful collaboration; perceived impact and benefits of partnership activities and flow-on effects; and lessons learnt. Interview topics with *teachers, carers and practitioners* not closely involved with partnership groups will include: knowledge of LSEY goals and activities; perceived impact and benefit of partnership activities; perceived benefit of indirect and extended effects of LSEY activities; barriers and facilitators to participation in partnership; and recommendations for change. Interviews with *parents* will include: parents' and children's experience of transition to school; accessibility of child and family services, early education and care services and schools; access to information and support; and recommendations for change.

Interview schedules will be developed in early 2010, and refined after piloting and in consultation with CCCH.

Secondary Data

Secondary data refers to other sources of data (outside the questionnaires and interviews) that will inform findings for each of the evaluation aims. The secondary data to be collected includes contextual data (AEDI results, demographics), Administrative data (project action and workplans), Partnership evaluations (CCCH journal, partnership self-reflection tools), Internal evaluations (site strategy and activity level evaluations), Output data (school annual implementation plans, project progress reports, project newsletters, partnership structure and other key partnership documents).

4.3   Analysis and reporting

Questionnaire and interview data collected from the stakeholders, and secondary data will be analysed for each of the project sites and LSEY as a whole, in order to answer the evaluation questions. The data will be analysed across the three sites to report on the project as a whole, and for each individual site, in order to examine the impact of the project in each site and to compare strategies and activities undertaken by different areas and identify elements of effective strategies.

The draft and final reports for T2 (2010) and T3 (2012) will include analysis of questionnaire data, interviews and secondary data collected in 2010 and 2012 respectively. The reports will be delivered in two formats. The first, a public document, will include collective data for all sites. The second will be for internal use only and include data on each of the sites, for CCCH and project stakeholders to inform service planning and priorities. The reports will be structured around the evaluation aims.

Other reports and publications will include progress reports (including find-ins from mid-term 'check-in' interviews with project sites) and process evaluation findings in presentations, plain-language summaries and peer-reviewed formats. These will be produced for the project sites and external evaluation stakeholders, including government and practice and research communities.

Table 4.1: Evaluation questions and sources

Evaluation aim	Evaluation question	Data sources*
Determine the overall impact of the project towards achieving each of the project goals	Has the experience of transition to school improved for children and their families over the life of the project?	Parent questionnaire: q4-6, 8-14, 22-25 Parent interviews q 6-12 School questionnaire: q2-4 School interviews q4-5, 9 Child and family services (CFS) interviews q4-5, 9 ECEC interviews, q4-5, 9 Regional stakeholder interviews (e.g. DEECD, Best Start) q 4,10,11 CCCH interviews q3
	Have the connections between schools and families strengthened over the life of the project?	Parent questionnaire: q19-21, 25 School questionnaire: q2-4, 10, 21 Project outputs (activities, groups, other outputs where possible) School interviews q5 Regional stakeholder interviews (e.g. DEECD, Best Start) q13 CCCH interviews q3
	Have the connections between early education and care services and families strengthened over the life of the project?	Parent questionnaire: q4, 25 ECEC interviews q5 Regional stakeholder interviews (e.g. DEECD, Best Start) q13 CCCH interviews q3
	Has the capacity to work in partnerships between early education and care services, schools and child and family services strengthened over the life of the project?	ECEC questionnaire: q1-15 School questionnaire: q5-7, 10-19 Child and family services questionnaire: q2-3, 6-15 ECEC interviews q8 School interviews q8
	Have schools improved their ability to meet the specific needs of children in their first year?	Parent questionnaire: q22-5 School questionnaire: q3, 8-9 School interviews q14
	In addition to LSEY, what other factors were involved in achievement of outcomes?	School interviews q16 ECEC interviews q16 Regional stakeholder interviews (e.g. DEECD, Best Start) q17

		CCCH interviews q5 Secondary data Context data
	Have there been unanticipated outcomes, positive and negative?	Parent questionnaire Parent interviews q6-10 School questionnaire q15, 19 School interviews q9, 18 ECEC questionnaire ECEC interviews q9, 18 CFS questionnaire CFS interviews q9, 18 Regional stakeholder interviews (e.g. DEECD, Best Start) q5, 14, 15 CCCH interviews q4, 6, 7
Identify the effectiveness of strategies and activities implemented towards achieving the project goals across and within the project sites	Have schools, early education and care services and child and family services changed their operations to better facilitate the achievement of the project goals?	ECEC questionnaire ECEC interviews q7, 10-14 Child and family services questionnaire Child and family service interviews q7, 10-14 School questionnaire School interviews q7, 10-14 Regional stakeholder interviews (e.g. DEECD, Best Start) CCCH interviews* q2, 3
	Over the life of the project what strategies were found to support strengthened connections between early education and care services, schools and child and family services and to support them to work in partnership?	Parent questionnaire p25 ECEC questionnaire: q25-6 Child and family services questionnaire: q6-7 School questionnaire: q 4, 20-1 Project output data (e.g. time-release, shared professional development, other outputs where possible) Teacher interviews* q10, 13 ECEC interviews*q 10, 13 Child and family service interviews* q10, 13 Regional stakeholder interviews (e.g. DEECD, Best Start) q8 CCCH interviews q2, 3, 5
	What strategies were found to contribute to children and families transitioning smoothly between early years services and schools?	School interviews q13 ECEC interviews q13 CFS interviews q13

		CCCH interviews q3, 5 Secondary data
	What strategies were found to contribute to connections between schools and families strengthening over the life of the project?	School interviews q12 ECEC interviews q12 CFS interviews q12 CCCH interviews q3, 5 Secondary data
	What strategies were found to contribute to schools meeting the individual learning needs of all children in the first year of school?	School interviews q14 ECEC interviews q14 CFS interviews q14 CCCH interviews q2, 5 Secondary data
	What strategies were found to be unsuccessful in contributing to the achievement of the project goals?	School interviewsq9, 18-9 ECEC interviews q9, 18-9 Child and family service interviews q9, 18-9 CCCH interviews q5-7 Regional stakeholder interviews (e.g. DEECD, Best Start) q11 Secondary data
Identify barriers and facilitators to the implementation of the project	To what extent has the project been implemented as intended?	Parent questionnaire Parent interviews q6-11 School questionnaire School interviews q1-5, 20-1 ECEC questionnaire ECEC interviews q1-5, 20-1 Child and family services questionnaire CFS interviews q1-5, 20-1 Regional stakeholder interviews (e.g. DEECD, Best Start) q6-7, 9 CCCH interviews q2
	What are the core elements that assisted and impeded the project goals being achieved?	Parent interviews q6-11 School interviews q15, 18-9 ECEC interviews q15, 18-9 Child and family service interviews q15, 18-9 Regional stakeholder interviews (e.g. DEECD, Best Start) q11-12 CCCH interviews 2, 6-7

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		Secondary data
	What are the strengths and difficulties of the project model?	Parent interviews q6, 11-12 School interviews q15 ECEC interviews q15 Child and family service interviews q15 Regional stakeholder interviews (e.g. DEECD, Best Start) q3 CCCH interviews q6 Secondary data
	What are the characteristics and effective elements of the project partnership groups?	School interviews q6, 9, 15, 19-21 ECEC interviews q6, 9, 15, 19-21 Child and family service interviews q6, 9, 15, 19-21 CCCH interviews q3, 5-6 Secondary data
	What are the functions and characteristics of local leadership in schools, local government, ECEC and community services?	School interviews q4, 6, 9 ECEC interviews q4, 6, 9 Child and family service interviews q4, 6, 9 Regional stakeholder interviews (e.g. DEECD, Best Start) q12 CCCH interviews q2, 6, 7 Secondary data
	What characteristics of the local service network in each site assisted and impeded the project goals being achieved? (e.g. history of collaboration and existing relationships)	School interviews q4, 6, 9 ECEC interviews q4, 6, 9 Child and family service interviews q4, 6, 9 Regional stakeholder interviews (e.g. DEECD, Best Start) q5-8, 9 CCCH interviews q2, 6, 7 Secondary data
	To what extent was the project adopted and championed by the partnership groups?	Regional stakeholder interviews (e.g. DEECD, Best Start) q5-8, 9 CCCH interviews q2, 6, 7 Secondary data
	What enabled and hindered the capacity of the partnerships to work with existing local initiatives? (e.g. Best Start)	Regional stakeholder interviews (e.g. DEECD, Best Start) q5, 9, 13 CCCH interviews q 5-7 Secondary data

* Indicative data sources only. In particular, interview data will not yield a one-to-one correspondence between discussion guide topics and evaluation questions.

4.4   Limitations of the evaluation

In common with other studies of this type, the evaluation design has limitations.

In relation to LSEY itself, the main issue is that it is being implemented in only eleven schools in three areas in Victoria. This means that any findings will not easily be generalisable to schools more broadly. In addition all the schools have expressed a willingness and commitment to be involved in the project and are therefore committed to some degree to the project. Research in schools has shown repeatedly that the commitment of the school, especially the Principal and senior staff, is crucial for the implementation of new initiatives.

The second limitation of the evaluation methodology is that children's views and experiences are not included, due to the priorities of the evaluation and our research questions. Nevertheless, we recognise the importance of including children's perspectives in understanding transition to school, and that the absence of these perspectives in this evaluation is a limitation to any claims made about the experience of early years services and school.

The third limitation of the evaluation methodology is that it will have no specific comparison data for analysis, and therefore the extent to which any changes can be attributed to LSEY will be difficult to measure.

Finally the resource constraints of the evaluation mean that the relationship between the project goals and the overall outcome will not be tested. The process evaluation will identify which strategies were most successful in achieving partnership successes, but it will not be possible to draw confident conclusions that successful partnerships make a direct impact on children's 'readiness' for school or contribute to the overall outcome that 'children arrive at school ready to engage'.

However, within these constraints the method described here will be robust enough to make clear judgements about the effectiveness of the LSEY approach, the barriers and facilitating factors relating to its operation, and its potential for wider implementation.

5 Tasks and milestones

Table 5.1: Tasks and milestones 2010 - 13

Task	Milestone	Accountability	Month
2010			
	Finalise 2010-12 evaluation framework	SPRC	Jan 2010
2007- 09 CCCH site journal entries to SPRC		CCCH	Jan 2010
	Interview instrument design, ethics	SPRC	Jan-Feb 2010
Progress report/team meeting		SPRC and CCCH	March 2010
T2 questionnaire data collection		CCCH	April-May 2010
Secondary data (CCCH to give 2009-10 secondary data it is responsible for compiling to SPRC)		CCCH	May 2010
SPRC to compile contextual secondary data		SPRC	June 2010
Interview data collection		SPRC	May-July 2010
Questionnaire, interview and secondary data analysis		SPRC	June - Oct 2010
Reporting	2010 interim report incorporating questionnaire, interview and secondary data	SPRC	Sept 2010
2011			
Team meeting		SPRC and CCCH	April 2011
Interview data collection		SPRC	May-July 2011
Secondary data (CCCH to give 2010-11 secondary data it is responsible for compiling to SPRC)		CCCH	July 2011
	Progress report incorporating process data	SPRC	September 2011
2012			
T3 questionnaire data collection		CCCH	March-May 2012
Secondary data (CCCH to give 2011-12 secondary data it is responsible for compiling to SPRC)		CCCH	May 2012
SPRC to compile contextual secondary data		SPRC	June 2012
Interview data collection		SPRC	May-July 2010

Questionnaire, interview and secondary data analysis		SPRC	June - Oct 2012
Reporting	2012 interim report incorporating questionnaire, interview and secondary data	SPRC	Sept 2012
2013			
Secondary data (CCCH to give any outstanding secondary data it is responsible for compiling to SPRC)		CCCH	Jan 2013
Reporting	Final report (incorporating analysis of results from each wave of data collection, and any outstanding secondary data)	SPRC	May 2013

Appendix A: Survey instruments

Table A.1: Data collection instruments

Instrument name	Instrument type	Completed by/Informant	Domains	Data collection points
Parent questionnaire	Self-completed survey, distributed through school	Parent	- Early education and care history (inc. informal care) - Transition to school/orientation activities - Relationship with teacher/school - Service use and access to services	1. Baseline (May 2008) 2. T2 (March-May 2010) 3. T3 (March-May 2012)
School survey	Postal survey	Principals	- Transition to school activities (inc. links with early education and care services) 'Extended schools' activities - Links with child and family services (inc. referrals, information exchange, joint training and planning)	1. Baseline (August 2008) 2. T2 (March-May 2010) 3. T3 (March-May 2012)
Early education and care services survey	Postal survey	Directors	- Transition to school activities - Links with child and family services (inc. referrals, information exchange, joint training and planning)	1. Baseline (August 2008) 2. T2 (March-May 2010) 3. T3 (March-May 2012)
Child and family services survey	Postal survey	Managers	- Links with schools - Links with early education and care services (inc. referrals, information exchange, joint training and planning)	1. Baseline (August 2008) 2. T2 (March-May 2010) 3. T3 (March-May 2012)
Interviews	Semi-structured interviews (interviewers: SPRC staff)	CCCH staff Partnership members	- Planning, management and goal-setting processes - Strategies for engaging and retaining partnership members - Barriers and facilitators to successful activities	1. T2 (March-May 2010) 2. T3 (March-May 2012)

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Instrument name	Instrument type	Completed by/Informant	Domains	Data collection points
			• Role and function of partnership groups • Elements of successful collaboration • Perceived impact and benefits of partnership activities and flow-on effects • Lessons learnt	
Interviews	Semi-structured interviews (interviewers: SPRC staff)	Parents	• Experience of transition to school; • Children's experience of transition to school • Accessibility of child and family services, early education and care services and schools; • Access to information and support; • Recommendations for change	1. T2 (March-May 2010) 2. T3 (March-May 2012
Interviews	Semi-structured interviews (interviewers: SPRC staff)	School teachers and principals not closely involved in partnership groups Early education and care teachers and staff not closely involved in partnership groups Child and family services not closely involved in partnership groups Former members of partnership groups	• Knowledge of LSEY goals and activities • Perceived impact and benefit of partnership activities • Perceived benefit of indirect and extended effects of LSEY activities • Barriers and facilitators to participation in partnership • Recommendations for change	1. T2 (March-May 2010) 2. T3 (March-May 2012

References

Centre for Community Child Health (2007), *Linking schools and early years project: Outcomes framework*, Centre for Community Child Health, The Royal Children's Hospital, Melbourne.

valentine, k. and Dinning, B. (2009), *Linking Schools and Early Years project evaluation: Final report on data collection round 1* SPRC Report Prepared for The Centre for Community Child Health--Murdoch Children's Institute at the Royal Children's Hospital Melbourne. Social Policy Research Centre, University of New South Wales, Sydney.