



**Family &  
Community Services**  
Community Services

## **Early Intervention and Placement Prevention (EIPP)**

## **Intensive Family Support (IFS) and Intensive Family Preservation (IFP)**

User guide for IFS/IFP data collection tools

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## Overview

This User Guide has been developed to provide assistance to Intensive Family Support (IFS) and Intensive Family Preservation (IFP) service providers when collecting data required by Community Services. Such data includes information relating to performance against the EIPP Service Specification, as well as data that will be used to evaluate the EIPP program.

The IFS/IFP User Guide has been divided into three sections:

1. Background
2. Information about the IFS/IFP data collection tools
3. The data collection process

Electronic links to the data collection tools are included in this User Guide. For further information about the IFS/IFP subprograms, service providers are encouraged to visit the Community Services website.

Please use this User Guide as an 'instruction guide' when collecting data using the IFS/IFP data collection tools.

# 1. Background

## 1.1 Introduction to the IFS/IFP data collection tools

A range of tools have been developed for collection and reporting purposes in EIPP, IFS/IFP. The development of these tools was designed to provide flexible and appropriate collection methods for service providers with different data collection systems in place. Some tools are designed to assist services with no existing data collection systems, and other tools have been designed for services that have existing methods established.

The data collection tools that have been developed to support the data collection process for IFS/IFP include:

- IFS/IFP Family Information Sheet (paper based)
- IFS/IFP Data Collection Tool (excel tool)
- Strengths and Stressors tool (paper based)

This User Guide is a comprehensive resource for use by IFS/IFP service providers when collecting data about clients on entry and on exit using the above tools.

## 1.2 Optional and mandatory data collection tools

### ***IFS/IFP Family Information Sheet***

Using the Family Information Sheet to collect data is optional. However, while use of the paper based sheet is optional, all of the data items in the Family Information Sheet must be reported against using the excel IFS/IFP Data Collection Tool.

### ***IFS/IFP Data Collection Tool***

The IFS/IFP Data Collection Tool reflects the Family Information Sheet in an excel format, created to collect the data written onto the Family Information Sheet and collate that information into reports. All data items are mandatory.

### ***The Strengths and Stressors Tool***

Is an *optional* tool that collects data against the required performance measure in the EIPP Service Specification related to increased strengths. Service providers with an existing tool in place that collects data on increased strengths showing change over time are able to use alternative tools, rather than the Strengths and Stressors tool, to report on the relevant performance measure.

## 1.3 Reporting requirements to Community Services

Services are required to provide information to Community Services regarding the funded IFS/IFP services they deliver. For the purposes of accountability and monitoring, service providers are required to report data using the data reporting tools provided by Community Services.

Service providers are required to submit the mandatory IFS/IFP Data Collection Tool to Community Services on a quarterly basis. Data from these tools will be used to review a service provider's performance against the requirements outlined in the Service Agreement and the activities and results detailed in the EIPP Service Specification. The tool will also inform the evaluation of EIPP program outcomes for the purposes of improving early intervention services for clients and families.

Please note that the data items identified in the Family Information Sheet are minimum data collection requirements for all IFS/IFP funded services. Service providers may wish to collect additional data to inform service improvement, however are not required to report on these optional measures to Community Services.

During the development of the EIPP data collection system, a range of required and optional performance measures were identified. The IFS/IFP Performance Measures at appendix B and appendix C highlight the required data collection requirements in black and the optional data that service providers may wish to collect in blue.

When the Performance Monitoring Framework is introduced to EIPP, there will be further opportunity for services to provide additional data to Community Services about their achievements throughout the year.

## 1.4 Reporting periods

The quarterly reporting periods for IFS/IFP data collection are:

- January – March
- April – June
- July – September
- October – December

## 1.5 Submitting the report to Community Services

The IFS/IFP Data Collection Tool will be submitted to Community Services on a quarterly basis.

EIPP reports are to be emailed to [QA.Reporting@facs.nsw.gov.au](mailto:QA.Reporting@facs.nsw.gov.au).

Community Services will contact IFS/IFP service providers in advance of the due date for each report, to advise when the reports are due, as the dates may vary from year to year.

## 1.6 Further assistance regarding the data collection tools and process

Community Services will provide assistance to IFS/IFP service providers that require further information, including:

- Telephone support on (02) 9716 2600 and email support at [QA.Reporting@facs.nsw.gov.au](mailto:QA.Reporting@facs.nsw.gov.au) for technical questions regarding the excel tools.
- Email support on [fundingquestions.serviceproviders@facs.nsw.gov.au](mailto:fundingquestions.serviceproviders@facs.nsw.gov.au) for enquiries regarding the data collection process or broader questions about EIPP, IFS/IFP.
- Support from the local Partnerships and Planning team.

Service providers are encouraged to refer to this User Guide in the first instance.

## 2. Information about the IFS/IFP Data Collection Tools

### 2.1 IFS/IFP Family Information Sheet (optional tool)

The Family Information Sheet was developed as a simple way to collect information in a paper based sheet which mirrors the excel IFS/IFP Data Collection Tool.

#### ***Is the Family Information Sheet an optional or mandatory data collection tool?***

Using the Family Information Sheet to collect data on entry and exit is optional. Note: while use of the paper based sheet is optional, all of the data items in the Family Information Sheet must be reported against, as the data items align with the performance measures in the EIPP Service Specification and are required for evaluation purposes.

Service providers that choose to use the Family Information Sheet to collect data, will report this data using the excel IFS/IFP Data Collection Tool.

#### ***Do I need to collect data against every data item in the Family Information Sheet?***

Yes. All data items are required to be reported against in IFS/IFP.

#### ***How do I complete the Family Information Sheet?***

The Family Information Sheet documents basic information about each family in the program on entry and again on exit. IFS/IFP workers are encouraged to print out the Family Information Sheet and complete it by hand and then transfer the data into the excel IFS/IFP Data Collection Tool.

An IFS/IFP worker should use *one* Family Information Sheet per family, regardless of how many service components that family receives under the Service Specification or how long the “length of service” is for that family. This will prevent data being collected more than once for the same family.

#### ***In regards to question 22 of the Family Information Sheet and IFS/IFP Data Collection Tool, how do I count hours when I could be providing numerous service activity components to a client at the same time?***

Service providers enter a numerical value (the number of hours) against the following service components that a family receives while in the program:

- Advice and referral
- Practical support
- Assessment/case planning
- Casework
- Home visiting
- Counselling
- Practical Skills Group
- Parenting Skills Group
- Parent Support Group

If any of the above service components were not provided to the family, service providers are to leave the relevant service component cell blank.

#### ***Important note:***

If services are providing more than one service component to a family at the same time, service providers count hours based on the key service component being provided to the family. For

example, if a family worker visits a family at their home and provides service components such as advice and referral services during this visit, the service can enter the amount of hours against home visiting only, as this was the key service component being delivered.

If more than one service component is provided equally at the same session, services can divide the number of hours equally. For example, if a family is provided with a three hour session that includes casework, practical support and counselling, the service can enter the equal amount of hours against each service component, that is, one hour for each service component.

***Do I count hours for the service component Coordinated specialist assessment and referrals?***

No. For *Coordinated specialist assessment and referrals*, service providers are to identify whether this service component was 'provided' or 'not provided' by selecting the relevant option. Service providers are not required to enter the number of hours.

***When do I transfer the data from the Family Information Sheet to the excel IFS/IFP Data Collection Tool ?***

It is important to transfer data from the paper based Family Information Sheet to the excel IFS/IFP Data Collection Tool as soon as possible after entry, to ensure all families working with the service are counted when quarterly reporting is completed.

***Do I need consent from the family prior to collecting data?***

As IFS/IFP falls under statutory intervention, service providers are required to collect information against all data items in the IFS/IFP Family Information Sheet.

The objective of IFS/IFP is to prevent clients from entering or re-entering the out-of-home-care (OOHC) system. Client data enables the service provider and Community Services to determine whether this objective has been met.

IFS/IFP workers are encouraged to discuss the benefits of data collection with families as a way to make clients comfortable with providing personal information. Benefits include:

- providing feedback on the service
- improving the service for all clients
- improving outcomes for all clients
- achieving program outcomes

***Where can I get the Family Information Sheet?***

Service providers can download the [Family Information Sheet](#) from the 'data collection' section of the Early Intervention and Placement Prevention page on the Community Services website.

## 2.2 IFS/IFP Data Collection Tool (mandatory tool)

The IFS/IFP Data Collection Tool reflects the Family Information Sheet in an excel format, created to collect the data written onto the Family Information Sheet and collate that information into reports. The excel tool is submitted to Community Services quarterly.

### ***Is the excel IFS/IFP Data Collection Tool an optional or mandatory data collection tool?***

The excel IFS/IFP Data Collection Tool is mandatory for all IFS/IFP services. Service providers must report on all data items in the excel tool.

### ***How do I use the IFS/IFP Data Collection Tool?***

IFS/IFP workers click on the 'IFS/IFP – Client Information' button on the navigation page of the excel tool and then transfer the information collected on case managed clients from the paper based Family Information Sheet (or existing family entry and exit forms) into the excel spreadsheet for each family receiving the service.

Once data has been entered into the spreadsheet, service providers can generate two reports from the navigation page of the excel spreadsheet, including the:

- *Raw Data report* - a list view of raw data of the individual families in the program that have been previously entered by IFS/IFP workers. Service providers click on 'Raw Data' on the navigation page to view the raw data.
- *Aggregated Data report* - manipulates the raw data and aligns it with the performance measures in the EIPP Service Specification. Service providers can click on 'Aggregated Data' on the navigation page to view their performance against the key performance measures in the Service Specification.

**Important note:** Even after submitting the IFS/IFP Data Collection Tool to Community Services, service providers should continue using the same excel tool, so that all data collected remains in the same database.

### ***Where can I get the IFS/IFP Data Collection Tool?***

The excel [IFS/IFP Data Collection Tool](#) can be downloaded from the 'data collection' section of the Early Intervention and Placement Prevention page on the Community Services website.

## 2.3 The Strengths and Stressors tool (optional tool)

The Strengths and Stressors tool was developed to assess and measure strengths and stressors and capture information relevant to the well-being of families in the program for three months or longer. The items in the tool are a list of behaviours and conditions that are known predictors of child maltreatment that may lead to the placement of children in OOHC.

### ***Can I alter the Strengths and Stressors tool?***

Service providers are not to alter the tool in any way. The Strengths and Stressors tool is subject to copyright, however Community Services has been granted permission by the author to use the tool in EIPP for the purpose of data collection, as long as the author's name is cited on the tool.

### ***Is the Strengths and Stressors tool an optional or mandatory data collection tool?***

The Strengths and Stressors tool is an optional resource. Service providers can use the tool to report against the required performance measure in the EIPP Service Specification relating to increased strengths and whether change over time has been achieved for families in the program (who participate in IFS/IFP for three months or longer).

### ***Can an alternative tool be used in place of the Strengths and Stressors tool?***

Yes. Service providers that have a similar tool in place are able to use an alternative tool to assess and measure increased strengths for families in the program. Any alternative tools must demonstrate change over time.

### ***What performance measure does the Strengths and Stressors tool relate to?***

The Strengths and Stressors tool, or alternate tools used by service providers, are required to collect data on the following performance measure in the EIPP Service Specification: *number & percentage of families where the worker assesses increased strengths.*

### ***Who fills in the Strengths and Stressors tool?***

The IFS/IFP worker with primary responsibility for working with the family is to complete the Strengths and Stressors tool, or alternative tool.

The Strengths and Stressors tool is intended to guide assessment and service planning, and is therefore completed by the worker who will plan services and see that they are delivered to the family.

### ***When is the Strengths and Stressors tool to be filled in?***

IFS/IFP workers complete the first assessment using the Strength and Stressors tool when a family enters the program and again on exit, as a measure of increased strengths for families in the program for three months or longer.

It is recommended that, where possible, the worker who completes the first assessment also completes the assessment on exit, for reliable and consistent data collection. An IFS/IFP worker is to complete the Strengths and Stressors tool, or alternative tool, with the family present, to increase family participation in the assessment of their strengths and stressors.

Re-assessment using the tool is encouraged as a way to identify progress toward outcomes and supports revision of the case plan with families that are in the program for longer than 3 months. Data collected during re-assessment does not need to be reported to Community Services.

***How does an IFS/IFP worker use the rating scale?***

The Strength and Stressors tool is designed for rating by the IFS/IFP worker. The worker is to record whether each item listed on the tool exists for the family as a strength or a stressor, and to what degree. Ratings should be recorded at least twice for each family that is in the program for three months or longer. The first assessment occurs when the family enters the program, and the second assessment occurs when the family exits the program.

The below table outlines the rating scale:

IFS/IFP Rating Scale					
-3	-2	-1	0	+1	2
Serious stressor	Moderate stressor	Mild stressor	Adequate/Community norm	Mild strength	Clear strength

Service providers will notice that the ratings in the rating scale are not defined by criteria or by a specific definition. IFS/IFP workers within the same service are to discuss the difference between each rating with one another in order to reach a decision about how each rating will be defined. It is important to note that the criteria and/or definitions agreed for the ratings are only relevant within the service and do not have to align with definitions agreed by other service providers.

When a family enters the program, an IFS/IFP worker is to complete the ‘intake rating’ column using the criteria and/or definition developed for each rating. Once the ratings have been completed for a family, the IFS/IFP worker is required to consider the whole picture in developing the case plan with the family. Useful points for the worker to consider may include:

- Which strengths and stressors ‘pop off the page’?
- Are they mostly environmental, social, parental etc?
- Are they community level, family level or individual level needs?
- What do the stressors and their interaction mean for the level of safety and risk?
- How can the existing strengths be utilised?

An IFS/IFP worker is not limited to the above points and is required to make a holistic assessment of the Strengths and Stressors tool based on the results for each individual family. The tool supports a strengths based approach to case planning that involves building the family case plan around the needs and goals identified at the initial assessment.

When a family exits the program, the IFS/IFP worker is to complete the ‘exit rating’ column. It can be useful for the IFS/IFP worker to share the results of the Strengths and Stressors tool at exit or when the tool is used for re-assessment of the family during the program. Sharing the results with the family highlights the improvement and progress made throughout the duration of the program.

***Whose rating should be recorded?***

If the family and IFS/IFP worker differ in their opinions of whether an item on the tool is a strength or a stressor, or to what degree, the worker should circle their own opinion. IFS/IFP workers may want to record both ratings (by circling the opinion of the family in another colour), however for data collection purposes, the worker’s rating should be used.

***How do we know if increased strengths have been achieved when using the Strengths and Stressors tool?***

In IFS/IFP, increased strengths have been achieved if any items within two or more domains/factors of the Strengths and Stressors tool have changed from being a stressor at initial assessment, to a strength at final assessment.

For example, at initial assessment items were identified as stressors within the following domains for a family: environment, social support, parental capabilities and family safety. The assessment on exit showed that items within the parental capabilities and family safety domains had become strengths. This example demonstrates that change was achieved over time for items in two domains, therefore increased strengths were present.

***Where can I get the Strengths and Stressors tool?***

The [Strengths and Stressors](#) tool can be downloaded from the 'data collection' section of the Early Intervention and Placement Prevention page on the Community Services website.

## 3. The Data Collection Process

### 3.1 Data collection using the Family Information Sheet, Strengths and Stressors tool and the excel IFS/IFP Data Collection Tool

The data collection process described below applies to service providers that will be using the Family Information Sheet, the Strengths and Stressors tool and the IFS/IFP Data Collection Tool to collect and report on data.

Service providers that choose to use existing tools to measure increased strengths in place of the Strengths and Stressors tool, will need to bear in mind that the process outlined below may vary slightly.

The data collection process for IFS/IFP service providers includes two main stages:

*Stage one:* Data to be collected on entry, when a family is starting with the program

*Stage two:* Data to be collected on exit, when a family is leaving the program

#### **Stage one: Data collection on entry**

Follow the steps below to complete the data collection process when a family is starting in the program. For tips on data collection on entry, refer to appendix D.

- Step 1) Complete the key data at entry questions of the Family Information Sheet to capture basic information about the family on entry. It is recommended that IFS/IFP workers print out the sheet, and hand write the information on the sheet.
- Step 2) *If the family is expected to stay in the program for three months or longer, complete step 2 otherwise skip step 2 and continue to step 3.* IFS/IFP workers are to fill in the 'intake rating' column of the Strengths and Stressors tool (or alternative tool) by selecting *one* rating per question.
- Step 3) Transfer the hand written data from the Family Information Sheet into the excel IFS/IFP Data Collection Tool. To enter the data into the excel tool, IFS/IFP workers click on the 'IFS/IFP – Family Information' button and complete the corresponding entry details tabs.

#### **Stage two: Data collection on exit**

Follow the steps below to complete the data collection process when a family is leaving the program. For tips on data collection on exit, refer to appendix E.

- Step 1) Complete the key data at exit questions of the Family Information Sheet to capture information about the family on exit. It is recommended that IFS/IFP workers print out the sheet, and hand write the information on the sheet.
- Step 2) *If the family stayed in the program for three months or longer complete step 2, otherwise skip step 2 and continue to step 3.* IFS/IFP workers are to fill in the 'exit rating' column of the Strengths and Stressors tool (or alternative tool) when a family exits the program after participating in the program for three months or longer.
- Step 3) Transfer the hand written data from the Family Information Sheet into the excel IFS/IFP Data Collection Tool. To enter the data into the excel spreadsheet, IFS/IFP workers click on the 'IFS/IFP – Family Information' button, search for the relevant family, and complete the corresponding exit details tabs.

## APPENDICES

<b>Appendix A</b>	Glossary
<b>Appendix B</b>	Performance Measures for EIPP Intensive Family Support
<b>Appendix C</b>	Performance Measures for EIPP Intensive Family Preservation
<b>Appendix D</b>	Tips for data collection on entry
<b>Appendix E</b>	Tips for data collection on exit
<b>Appendix F</b>	Inclusive Data Collection Practice

## APPENDIX A

<b>GLOSSARY</b>	
Disability	<p>As defined by the Disability Services Act 1993:</p> <p>For the purposes of this Act, a person is in the target group if the person has a disability (however arising and whether or not of a chronic episodic nature):</p> <ul style="list-style-type: none"> <li>(a) that is attributable to an intellectual, psychiatric, sensory, physical or like impairment or to a combination of such impairments, and</li> <li>(b) that is permanent or is likely to be permanent, and</li> <li>(c) that results in:               <ul style="list-style-type: none"> <li>(i) a significantly reduced capacity in one or more major life activities, such as communication, learning, mobility, decision-making or self-care, and</li> <li>(ii) the need for support, whether or not of an ongoing nature.</li> </ul> </li> </ul>
Low attendance	'Low attendance' for the purposes of collecting data against the IFS/IFP, EIPP Service Specification, means attending school, vocational training or employment for less than 20 hours per week.
Parent/carer	A parent/carer of a child or young person means a person having parental responsibility for the child or young person.
Participated in the program	A family and/or client agreeing and receiving a service from an EIPP service provider that includes any of the service activity components as described in the Service Activities of the EIPP Service Specification.

## APPENDIX B Intensive Family Support Programs (EIPP): Performance Measures (including optional measures)

HOW MUCH WE DO ( <i>service quantity</i> )	HOW WELL WE DELIVER SERVICES ( <i>service quality</i> )
<p><b>TO BE COLLECTED FOR PERFORMANCE MONITORING &amp; REPORTING</b></p> <p># of families referred to the IFS program (<b>service demand</b>)</p> <p># of parent/carers in total who participated in the IFS program (<b>service volume</b>)</p> <p># of children in total who participated in the IFS program:</p> <ul style="list-style-type: none"> <li>○ aged 0-5years (<i>age when they started at service</i>)</li> <li>○ aged 6-12 years (<i>age when they started at service</i>)</li> <li>○ aged 13-15 years (<i>age when they started at service</i>)</li> </ul> <p># and % of referred families that were accepted &amp; entered IFS program within 30 days of referral (<b>service uptake</b>)</p> <p># of families who received the following from IFS program (<b>service usage for each service component- one family may use multiple components</b>):</p> <ul style="list-style-type: none"> <li>○ Advice and support</li> <li>○ Practical support</li> <li>○ Assessment and case planning</li> <li>○ Coordination of specialist assessments and referrals</li> <li>○ Casework</li> <li>○ Home Visits/ Supports delivered in the Home</li> <li>○ Counselling</li> <li>○ Practical Skills Group</li> <li>○ Parenting Skills Group</li> <li>○ Parent Support group</li> <li>○ Formal childcare/preschool</li> </ul>	<p><b>TO BE COLLECTED FOR PERFORMANCE MONITORING &amp; REPORTING</b></p> <p># and % of accepted families who stayed in IFS program for the planned duration (<b>engagement</b>)</p> <p>AND # and % of these families who (<b>engagement of 'hard to reach' groups</b>):</p> <ul style="list-style-type: none"> <li>○ Aboriginal and Torres Strait Islander</li> <li>○ Speak a language other than English at home</li> <li>○ Have a parent aged 21years or under</li> <li>○ Have a parent with a disability</li> <li>○ Have a child with a disability</li> </ul> <p># and % of accepted families who stayed in IFS program for (<b>service turnover</b>):</p> <ul style="list-style-type: none"> <li>○ Less than 3 months</li> <li>○ 3 to 6 months</li> <li>○ Over 6 months to 12 months</li> <li>○ Over 12 months</li> </ul> <p><b>OPTIONAL (services may wish to collect data on these to inform service improvement BUT are not required to report on optional measures to funder)</b></p> <p># and % of referred families where IFS worker met with them within 48hrs (<b>service prompt response</b>)</p> <p># and % of parents/carers who say at exit (<b>adult service user satisfaction</b>):</p> <ul style="list-style-type: none"> <li>○ The workers treated them with respect</li> <li>○ Their ideas and opinions were welcomed and included</li> <li>○ The service was helpful</li> </ul> <p># and % of children aged 8 -15 years who say (<b>child service user satisfaction</b>):</p> <ul style="list-style-type: none"> <li>○ The worker really listened to them</li> <li>○ The service was helpful</li> <li>○ The group/activity was fun (<i>for group programs/activities</i>)</li> </ul>
<b>NUMBER (#) &amp; PROPORTION (%) WHO ARE BETTER OFF</b>	
<p><b>TO BE COLLECTED FOR PERFORMANCE MONITORING &amp; REPORTING</b></p> <p># and % of parents/carers who say that through the program they (<b>Parent knowledge</b>):</p> <ul style="list-style-type: none"> <li>○ learnt new things to assist them in parenting</li> <li>○ learnt new things about services &amp; resources for families in area</li> </ul> <p># and % of parents/carers (<i>who used casework or home visiting or parenting group</i>) who say they now feel more confident in parenting (<b>Parenting skills</b>)</p> <p># and % of families (<i>who used casework or home visiting</i>) where the worker assesses increased strengths (<i>in at least two domains</i>)</p> <p><b>OPTIONAL (services may wish to collect data on these to inform service improvement BUT are not required to report on optional measures to funder)</b></p> <p># and % of parents/carers (<i>who used casework or home visiting or support group</i>) who say they now have more support (<b>Social Supports</b>)</p> <p># and % of parents/carers (<i>who used casework or home visiting</i>) who say they now feel more in control of their lives (<b>Efficacy</b>)</p> <p># and % of parents/carers (<i>who used casework or home visiting</i>) who say they now feel more enjoyment in time spent with their child (<b>Relationship</b>)</p> <p># and % of families (<i>who used casework or home visiting</i>) where parent/carer reports that since using the program, the family independently used at least one community service or resource not used before (<b>Use or services</b>)</p> <p># and % of families (<i>who used casework or home visiting</i>) where the worker assesses reduced stressors</p> <p># and % of families (<i>who used casework or home visiting, or counselling</i>), where the primary carer says the most important goal was fully achieved (<b>Goal attainment- parent</b>)</p> <p># and % of families (<i>who used casework or home visiting, or counselling</i>), where the worker reports the most important goal was fully achieved (<b>Goal attainment- worker</b>)</p> <p># and % of children where worker assesses that suspected risk of significant harm is still present at exit (based upon Mandatory Reporters Guide)</p> <p># and % of children aged 2-5 years who now (at exit) attend formal preschool/long daycare 15 hours per week or more, who at entry did not (<b>Education engagement</b>)</p> <p># and % of school aged children with poor attendance (at entry) who now (at exit) attend school regularly</p> <p># and % of children aged under 8 years (<i>whose family used casework or home visiting</i>) who were assessed (<i>using PEDS</i>) as at risk of developmental difficulties, who were referred to and attended a child development intervention service to address the developmental gap area.</p>	

## APPENDIX C Intensive Family Preservation Programs (EIPP): Performance Measures (including optional measures)

HOW MUCH WE DO ( <i>service quantity</i> )	HOW WELL WE DELIVER SERVICES ( <i>service quality</i> )
<p><b>TO BE COLLECTED FOR PERFORMANCE MONITORING &amp; REPORTING</b></p> <p># of families referred to the IFP program (<i>service demand</i>)</p> <p># of parent/carers in total who participated in the IFS program (<i>service volume</i>)</p> <p># of children in total who participated in the IFS program:</p> <ul style="list-style-type: none"> <li>o aged 0-5years (<i>age when they started at service</i>)</li> <li>o aged 6-12 years (<i>age when they started at service</i>)</li> <li>o aged 13-15 years (<i>age when they started at service</i>)</li> </ul> <p># and % of referred families that were accepted &amp; entered IFP program within 30 days of referral (<i>service uptake</i>)</p> <p># of families who received the following from IFP program (<i>service usage for each service component- one family may use multiple components</i>):</p> <ul style="list-style-type: none"> <li>o Advice and support</li> <li>o Practical support</li> <li>o Assessment and case planning</li> <li>o Coordination of specialist assessments and referrals</li> <li>o Casework</li> <li>o Home Visits/ Supports delivered in the Home</li> <li>o Counselling</li> <li>o Practical Skills Group</li> <li>o Parenting Skills Group</li> <li>o Parent Support group</li> <li>o Formal childcare/preschool</li> </ul>	<p><b>TO BE COLLECTED FOR PERFORMANCE MONITORING &amp; REPORTING</b></p> <p># and % of accepted families who stayed in IFP program for the planned duration (<i>engagement</i>)</p> <p>AND # and % of these families who (<i>engagement of 'hard to reach' groups</i>):</p> <ul style="list-style-type: none"> <li>o Aboriginal and Torres Strait Islander</li> <li>o Speak a language other than English at home</li> <li>o Have a parent aged 21years or under</li> <li>o Have a parent with a disability</li> <li>o Have a child with a disability</li> </ul> <p># and % of accepted families who stayed in IFP program for (<i>service turnover</i>):</p> <ul style="list-style-type: none"> <li>o Less than 3 months</li> <li>o 3 to 6 months</li> <li>o Over 6 months to 12 months</li> <li>o Over 12 months</li> </ul> <p><b>OPTIONAL (<i>services may wish to collect data on these to inform service improvement BUT are not required to report on optional measures to funder</i>)</b></p> <p># and % of referred families where IFP worker met with them within 48hrs (<i>service prompt response</i>)</p> <p># and % of parents/carers who say at exit (<i>adult service user satisfaction</i>):</p> <ul style="list-style-type: none"> <li>o The workers treated them with respect</li> <li>o Their ideas and opinions were welcomed and included</li> <li>o The service was helpful</li> </ul> <p># and % of children aged 8 -15 years who say (<i>child service user satisfaction</i>):</p> <ul style="list-style-type: none"> <li>o The worker really listened to them</li> <li>o The service was helpful</li> <li>o The group/activity was fun (<i>for group programs/activities</i>)</li> </ul>
<b>NUMBER (#) &amp; PROPORTION (%) WHO ARE BETTER OFF</b>	
<p><b>TO BE COLLECTED FOR PERFORMANCE MONITORING &amp; REPORTING</b></p> <p># and % of parents/carers who say that through the program they (<i>Parent knowledge</i>):</p> <ul style="list-style-type: none"> <li>o learnt new things to assist them in parenting</li> <li>o learnt new things about services &amp; resources for families in area</li> </ul> <p># and % of parents/carers (<i>who used casework or home visiting or parenting group</i>) who say they now feel more confident in parenting (<i>Parenting skills</i>)</p> <p># and % of families (<i>who used casework or home visiting</i>) where the worker assesses increased strengths (<i>in at least two domains</i>)</p> <p><b>OPTIONAL (<i>services may wish to collect data on these to inform service improvement BUT are not required to report on optional measures to funder</i>)</b></p> <p># and % of parents/carers (<i>who used casework or home visiting or support group</i>) who say they now have more support (<i>Social Supports</i>)</p> <p># and % of parents/carers (<i>who used casework or home visiting</i>) who say they now feel more in control of their lives (<i>Efficacy</i>)</p> <p># and % of parents/carers (<i>who used casework or home visiting</i>) who say they now feel more enjoyment in time spent with their child (<i>Relationship</i>)</p> <p># and % of families (<i>who used casework or home visiting</i>) where parent/carer reports that since using the program, the family independently used at least one community service or resource not used before (<i>Use or services</i>)</p> <p># and % of families (<i>who used casework or home visiting</i>) where the worker assesses reduced stressors</p> <p># and % of families (<i>who used casework or home visiting, or counselling</i>), where the primary carer says the most important goal was fully achieved (<i>Goal attainment- parent</i>)</p> <p># and % of families (<i>who used casework or home visiting, or counselling</i>), where the worker reports the most important goal was fully achieved (<i>Goal attainment- worker</i>)</p> <p># and % of children where worker assesses that suspected risk of significant harm is still present at exit (based upon Mandatory Reporters Guide)</p> <p># and % of children aged 2-5 years who now (at exit) attend formal preschool/long daycare 15 hours per week or more, who at entry did not (<i>Education engagement</i>)</p> <p># and % of school aged children with poor attendance (at entry) who now (at exit) attend school regularly</p> <p># and % of children aged under 8 years (<i>whose family used casework or home visiting</i>) who were assessed (<i>using PEDS</i>) as at risk of developmental difficulties, who were referred to and attended a child development intervention service to address the developmental gap area.</p>	

## APPENDIX D

### TIPS For data collection on entry

**Tips for service providers when entering data into the excel IFS/IFP Data Collection Tool:**

**TIP 1:**

Save the IFS/IFP Data Collection Tool from the Community Services website to your computer prior to entering data into the tool.

**TIP 2:**

From the navigation page, when a worker clicks on the excel 'IFS Family Information' button, they will notice that each client has 5 'tabs' which will contain information collected both on entry and exit. Click across each tab in order to view the questions.

The screenshot shows a software window titled "INTENSIVE FAMILY SUPPORT/INTENSIVE FAMILY PRESERVATION - FAMILY INFORMATION". At the top, there are three input fields: "1. Family ID" (with a question mark icon), "2. Family Name/s", and "3. Program Received" (with a dropdown arrow). To the right of these fields are buttons for "Help", "Save/update", "Cancel", "Add new family", and "Close". Below the input fields is a tabbed interface with five tabs: "ENTRY DETAILS", "ENTRY DETAILS cont.", "EXIT DETAILS", "EXIT DETAILS cont.", and "EXIT DETAILS cont.". The "ENTRY DETAILS" tab is highlighted with a red circle. The main area of the form contains ten numbered questions with corresponding input fields:

- 4. Date referral received (DD/MM/YYYY)
- 5. Date family worker first met with family (DD/MM/YYYY) (i.e. met face to face with at least one parent/carer)
- 6. Was first meeting date within 72hrs of referral? (dropdown)
- 7. Date family started receiving service (DD/MM/YYYY) (i.e. eligibility confirmed and family consented to participate and started)
- 8. How many parents/carers are in this family? (dropdown)
- 9. How many children are in this family, in total and by age? (Three dropdowns for "0-5 years", "6-12 years", and "13-15 years", plus a question mark icon)
- 10. Date of first assessment with Strengths & Stressors (or similar) tool (DD/MM/YYYY) (only if family is likely to stay 3-6mths or more) (with a question mark icon)

At the bottom of the window, there are navigation buttons: "First Family", "Prev. Family", a text box containing "2", "Next Family", and "Last Family".

**TIP 3:**

Services can press 'tab' on the keyboard to scroll through the questions or use the mouse to click on the questions. Even after submitting the IFS/IFP Data Collection Tool to Community Services, service providers should continue using the same excel tool so that all data collected remains in the same database.

**TIP 4:**

Service providers that use Microsoft Office 2010 may need to enable all of the fields and then save the data. If you experience technical problems, call the telephone support number on (02) 9716 2600.

**TIP 5:**

The 'next family' and 'previous family' buttons at the bottom of the screen of the IFS/IFP Data Collection Tool will take you through the clients that have been previously entered into the tool.

Services need to enter at least one saved client record in the tool before clicking the 'next client' button. After you have added at least one other client then you can use the 'next family' button to navigate through the client records.

The screenshot shows a software window titled "INTENSIVE FAMILY SUPPORT/INTENSIVE FAMILY PRESERVATION - FAMILY INFORMATION". The window contains several input fields and buttons. At the top, there are fields for "1. Family ID", "2. Family Name/s", and "3. Program Received". Below these are tabs for "ENTRY DETAILS", "ENTRY DETAILS cont.", "EXIT DETAILS", "EXIT DETAILS cont.", and "EXIT DETAILS cont.". The main area contains fields for "4. Date referral received", "5. Date family worker first met with family", "6. Was first meeting date within 72hrs of referral?", "7. Date family started receiving service", "8. How many parents/carers are in this family?", "9. How many children are in this family, in total and by age?", and "10. Date of first assessment with Strengths & Stressors (or similar) tool". At the bottom, there are navigation buttons: "First Family", "Prev. Family", a page number "2", "Next Family", and "Last Family". The "Prev. Family" and "Next Family" buttons are circled in red.

**TIP 6:**

The record number for a family is found at the bottom of the screen, between the 'previous family' and 'next family' buttons of the IFS/IFP Data Collection Tool. Make a note of this number on the last page of the paper based Family Information Sheet when entering a new family into the IFS/IFP Data Collection Tool. This will assist when searching for the family data when the family exits the program.

**INTENSIVE FAMILY SUPPORT / INTENSIVE FAMILY PRESERVATION - FAMILY INFORMATION**

1. Family ID  ?

2. Family Name/s

3. Program Received

ENTRY DETAILS | ENTRY DETAILS cont. | EXIT DETAILS | EXIT DETAILS cont. | EXIT DETAILS cont.

4. Date referral received  (DD/MM/YYYY)

5. Date family worker first met with family  (DD/MM/YYYY)  
*(i.e. met face to face with at least one parent/carer)*

6. Was first meeting date within 72hrs of referral?

7. Date family started receiving service  (DD/MM/YYYY)  
*(i.e. eligibility confirmed and family consented to participate and started)*

8. How many parents/carers are in this family?

9 How many children are in this family, in total and by age? 0-5 years  6-12 years  13-15 years  ?

10. Date of first assessment with Strengths & Stressors (or similar) tool  (DD/MM/YYYY) ?  
*(only if family is likely to stay 3-6mths or more )*

First Family Prev. Family **2** Next Family Last Family

**TIP 7:**

To view the data entered into IFS/IFP Data Collection Tool, click on Raw Data and/or Aggregated Data to view the relevant report. If you select the Aggregated Data select the relevant financial year for which you have entered data.

**Important note:** the date the family started receiving a service is the date used to determine which financial year the family will show up against when the Aggregated Data report is generated.

Microsoft Excel - EIPP Tool FINAL - IFSIFP Data Collection Tool 130330.xls [Read-Only]

File Edit View Insert Format Tools Data Window Help Adobe PDF

E16 Click on the IFS/IFP Family Information button below to enter data for new families

**Family & Community Services**

**Save & Close**

### Early Intervention & Placement Prevention (EIPP) data collection tool - IFS/IFP only

Service Provider name	Please enter name here
Service Agreement ID (COMS)	Please enter ID here
Intensive Family Support Service Specification ID number	Please enter IFS ID here
Intensive Family Preservation Service Specification ID number	Please enter IFP ID here
Reporting period	Please select reporting period here
Financial year relevant to reporting period	Please select financial year here

Click on the *IFS/IFP Family Information* button below to enter data for new families or update data on existing or exiting families.

Click on the *Raw Data* button below to see a list of previously entered data.

Click on the *Aggregated Data* button below to see your performance against the service specification.

**IFS/IFP Family Information**      **Raw Data**      **Aggregated Data**

# APPENDIX E

## TIPS For data collection on exit

**Tips for service providers when completing the Strengths and Stressors tool:**

**TIP 1:**

The information from the final assessment using the Strengths and Stressors tool will be used to answer questions in the Family Information Sheet.

**Tips for service providers when entering data into the excel IFS/IFP Data Collection Tool:**

**TIP 1:**

To search for the relevant family on the excel spreadsheet (as data was previously entered into the tool upon entry of the family), IFS/IFP workers enter the record number that was recorded on the last page of the paper based Family Information Sheet into the field between the 'previous family' and 'next family' buttons and hit enter. Alternatively, you can scroll through the families using the 'next family' button.

The screenshot shows a software window titled "INTENSIVE FAMILY SUPPORT / INTENSIVE FAMILY PRESERVATION - FAMILY INFORMATION". The window contains several input fields and buttons. At the top, there are buttons for "Help", "Save/update", "Cancel", "Add new family", and "Close". Below these are three main input sections: "1. Family ID" with a text box and a question mark icon; "2. Family Name/s" with a text box; and "3. Program Received" with a dropdown menu. Below these is a tabbed interface with tabs for "ENTRY DETAILS", "ENTRY DETAILS cont.", "EXIT DETAILS", "EXIT DETAILS cont.", and "EXIT DETAILS cont.". The "ENTRY DETAILS" tab is active, showing several numbered questions with corresponding input fields: "4. Date referral received" (text box, format DD/MM/YYYY); "5. Date family worker first met with family" (text box, format DD/MM/YYYY, note: (i.e. met face to face with at least one parent/carer)); "6. Was first meeting date within 72hrs of referral?" (dropdown menu); "7. Date family started receiving service" (text box, format DD/MM/YYYY, note: (i.e. eligibility confirmed and family consented to participate and started)); "8. How many parents/carers are in this family?" (dropdown menu); "9. How many children are in this family, in total and by age?" (three dropdown menus for "0-5 years", "6-12 years", and "13-15 years", plus a question mark icon); and "10. Date of first assessment with Strengths & Stressors (or similar) tool" (text box, format DD/MM/YYYY, note: (only if family is likely to stay 3-6mths or more.)). At the bottom of the window, there are five buttons: "First Family", "Prev. Family", a text input field containing the number "2" (circled in red), "Next Family", and "Last Family".

## APPENDIX F – Inclusive Data Collection Practice

Service providers that are new to data collection may want to consider the information below when collecting data from particular client groups. Service providers that have successful strategies in place when collecting data from the below client groups are encouraged to continue to use their own strategies.

Respectful and inclusive practice is extremely important during the data collection process. For genuine and meaningful participation from particular client groups, it may be necessary to make minor adaptations to data collection methods. It is important to ensure that your data gathering process is a positive experience for all clients.

### *Aboriginal and Torres Strait Islander clients*

Aboriginal and Torres Strait Islander communities and families in NSW are diverse. It is important that service providers develop genuine relationships with the local Aboriginal and Torres Strait Islander communities and to learn respectful ways of operating in that community context. It is also important for service providers to be mindful of past negative experiences of Aboriginal and Torres Strait Islander communities with the service system. Developing an understanding of this history is essential and needs to be applied when selecting respectful ways of collecting data from Aboriginal and Torres Strait Islander parents, carers and young people.

When collecting data, service providers may use the tools as a guide in an informal conversation and unstructured approach. Service providers may consider using a worker with an Aboriginal and/or Torres Strait Islander background that is familiar with the local context and has the ability to connect with the Aboriginal and Torres Strait Islander community.

### *Culturally and Linguistically Diverse (CALD) clients*

The cultural and language needs of clients should be considered in selecting the method of data collection. Where a client or family has limited English literacy skills, it is recommended that the tools are used as a guide in an informal conversation and unstructured approach. Completion of the questions in the data collection tools with the assistance of an interpreter may be appropriate. Service providers are required to clearly explain the data collection process, reasons for collecting data and how the information provided will be used.

### *Clients with an intellectual disability or learning difficulty*

Service providers may adapt the data gathering method into an informal conversation that is unstructured and suited to the abilities of a client with an intellectual disability or learning difficulty. Workers are to give a clear explanation about the data collection process and explain any words in the questions from the data collection tools that are challenging for the client to understand. Service providers may wish to give clients with an intellectual disability or learning difficulty the option of having a support person of their choice with them to assist them when answering the questions.