

Additional Targeted Equity Loading (ATEL) program logic

Current situation	Evidence	Activities	Theory of change	Outputs	Outcomes
<p>Government priority</p> <p>In 2022, the NSW Government committed to targeted investments to improve enrolment, attendance, and outcomes of vulnerable and disadvantaged children.</p> <p>Program level</p> <p>Children experiencing multiple forms of disadvantage are not always well catered for or welcomed, therefore additional allowances or loading is required to ensure children from 2 or more eligible cohorts can equitably access and participate in quality ECEC.</p> <p>Child level</p> <p>Children from these socially impacted cohorts experience increased barriers to participation and enrolment in ECEC:</p> <ul style="list-style-type: none"> Children who identify as Aboriginal and Torres Strait Islander. Children from Culturally and Linguistically Diverse (CALD) backgrounds. Children enrolled in services in SEIFA Deciles 1 & 2. Children with disability or additional needs. <p>Service level</p> <p>Access to ECEC for children and families from Culturally and Linguistically Diverse and Aboriginal and Torres Strait Islander cohorts are affected by service competency in creating culturally safe and inclusive environments that are responsive to community needs.</p>	<p>Children</p> <p>Children who participate in two years of preschool education are more likely to be developmentally on track when they start school. (Pascoe and Brennan, 2017).</p> <p>Children from socially impacted populations benefit the most from participation in high quality ECEC. (NSW Department of Education, 2023; Fox and Geddes, 2016).</p> <p>Families</p> <p>Direct and indirect costs of ECEC such as fees, transport, clothing, and food, is a major barrier to participation – Reducing these costs has proven to increase participation rates of socially impacted children in ECEC (Beatson et al., 2022; Davis and Dunn, 2022).</p> <p>Families from CALD and Aboriginal and Torres Strait Islander families experience barriers such as feeling they don't belong or are welcome in ECEC services and there is a lack of trust from these families that services are culturally safe (Ernst & Young, 2022).</p> <p>Services</p> <p>SEIFA bands do not always accurately reflect the demographics of families accessing the services and could result in services receiving varying levels of funding (Ernst and Young, 2022).</p> <p>Services may lack specialised resources and skills to meet the needs of children with disability (Ernst & Young 2022) leading to a fear of discrimination.</p>	<p>ATEL spending rules support delivery of services in the following ways:</p> <p>Financial</p> <ul style="list-style-type: none"> Provide families of eligible children with additional fee relief. Provide services in regional, remote, and low socio-economic areas with more equitable funding (Particularly services SEIFA Deciles 1 & 2 – See SEIFA Website). <p>Operational</p> <ul style="list-style-type: none"> Support service staff with professional development to upskill in cultural responsiveness and inclusiveness. Hire additional staff to support the needs of eligible children in the service. For services to purchase or develop resources to meet the needs of children from eligible cohorts. <p>Community</p> <ul style="list-style-type: none"> Develop culturally safe, appropriate, and inclusive community outreach activities to build positive relationships with families and increase parental awareness of ECEC benefits. Delivery of culturally safe, appropriate, and inclusive ECEC participation and enrolment boosting initiatives to best meet the needs of the community. 	<p>Increased funding to services will increase service capacity to meet the needs of diverse child cohorts and boost participation in ECEC by priority cohorts.</p> <p>As a result, financial barriers are reduced to ensure all families have access to affordable, safe, and quality ECEC services.</p> <p>Increased funding will strengthen professional development for staff ensuring educators can deliver culturally responsive and inclusive ECEC.</p> <p>Families will experience an increased sense of belonging and will feel welcomed due to staff professional development.</p> <p>Hiring additional staff will increase service capacity to better meet the intersecting needs of eligible children.</p> <p>Funding the development and/or purchase of appropriate resources to meet the needs of eligible children ensures that children have a more equitable foundation and the best start in life and learning.</p>	<p>Families</p> <ul style="list-style-type: none"> Number of increases in applications to ECEC services for eligible children Number of families of eligible children who have received ATEL additional fee relief <p>Services</p> <ul style="list-style-type: none"> Number of services that receive ATEL funding Number of services in RRR and low socio-economic areas who experienced a change in funding structure Number of resources developed to meet the needs of eligible children. Number of resources purchased to meet the needs of eligible children. Number of community outreach activities delivered. Number of attendees per community outreach activity. Number of participation and enrolment boosting initiatives delivered. <p>Workforce / Staffing</p> <ul style="list-style-type: none"> Number of ECEC staff who participated in cultural responsiveness professional development upskilling Number of ECEC staff who participated in cultural inclusiveness professional development upskilling Number of additional staff hired to support the needs of eligible children Number of professional development opportunities delivered relevant to eligible cohorts. 	<p>Families</p> <p>ECEC is more affordable for families of eligible children who enrol their child at an ATEL funded service, through additional fee relief on top of existing programs.</p> <p>Services</p> <p>Smaller services receive ATEL see increases in funding for eligible children.</p> <p>ATEL funded services receive an increase in funding for equity cohorts</p> <p>Families pay less at ATEL funded services</p> <p>Services use ATEL funding to develop and purchase culturally safe, appropriate, and inclusive resources to support the needs of eligible children.</p> <p>Services use ATEL funding to engage in community engagement and outreach activities within their local communities.</p> <p>Services use ATEL funding to hire additional support staff (where possible).</p> <p>Workforce / Staffing</p> <p>Staff at ATEL funded services undertake more professional development opportunities</p>