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| **Title of Symposium** (Sentence case) The Tassie Kids Study: building a whole of population evidence base to inform health and education policies and services in the early years. |
| **Maximum 2500 characters (including spaces but excluding title)**  **General Objective:** The Tasmanian Government provides comprehensive universal early childhood health and education services to support children’s health and wellbeing and disrupt the intergenerational cycle of disadvantage. The Tassie Kids Project is charting the impact of three universal early childhood services (i.e. Child Health and Parenting Service, Launching into Learning, Child and Family Centres) on children’s health and education outcomes across the whole population as well as identifying the social determinants of poor access and use of services and poor child health and education outcomes. The study was co-designed by academic researchers and government partners from the Departments of Education, Health and Human Services, and Premier and Cabinet. The study features government/researcher partnerships, state and commonwealth administrative data sets that have been linked for the first time and data gathered from parents and service providers using ethnographic research methods. Using Tassie Kids as a case study, this symposium explores the process of building a whole of population evidence base to inform health and education policies and services in the early years.  **Proposed format of the session:**  **Introduction:** Tassie Kids: Pathways to better health and education outcomes for Tasmania’s children. (5 mins).  **Presentation One:** A system-wide view of early childhood services and child development outcomes in Tasmania. 12 mins (8 mins presentation, 4 mins questions).  **Presentation Two:** Establishing a population-level child cohort using linked administrative datasets in Tasmania. 12 mins (8 mins presentation, 4 mins questions).  **Presentation Three**: The role of ethnographic methods in enhancing interpretation and understanding of service use data. 12 minutes (8 mins presentation, 4 mins questions).  **Presentation Four:** The Tassie Kids study: providing a whole-of-population view of the impact of early childhood services on children’s outcomes. 12 minutes (8 mins presentation, 4 mins questions).  **Panel:** How does establishing a system wide database assist in changing child development outcomes? All previous presenters. Question and Answer Session.  Strategies to enhance interaction will be used. (30 mins).  **Final Closing and Summary:** 5 mins  **Conference theme and/or subthemes addressed:** Health Equity |

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| **Title of Presentation 1** (Sentence case) A system-wide view of early childhood services and child development outcomes in Tasmania. |
| **Maximum 2500 characters (including spaces but excluding title)**  **General Objective**  The early years of a child’s life lay the foundation for their future. To track the impact of their policies and services on laying the foundations for children’s futures, the Tasmanian Government has partnered with researchers to create a whole-of-government, population- level longitudinal view of children’s pathways through services and their outcomes using linked state and commonwealth administrative datasets and ethnographic methods. In combination, the partner organisations’ administrative data resources combined with national data resources contain rich information about attendance rates, service types, child, maternal, family and community level risk and protective factors and child development outcomes over time. The focus of this presentation is on the project’s role in producing evidence for government partners to use to address health and education service gaps and low usage rates, tackle inequalities and improve children’s health and wellbeing, education and care before they start full-time school.  **Proposed format of the session**  Presentation = 8 minutes  Questions = 4 minutes  **Conference theme and/or subthemes addressed:** Health equity |

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| **Title of Presentation 2** (Sentence case) Establishing a population-level child cohort using linked administrative datasets in Tasmania. |
| **Maximum 2500 characters (including spaces but excluding title)**  **General Objective**  National and provincial governments, and large professional services organisations are increasingly allocating resources to linking and analysing administrative datasets. A key aim of these efforts is to reform policy and reduce or eliminate the gap between expected outcomes and the outcomes people experience. In early years health and education services the movement to link administrative data is displacing the cross-sectional performance indicator frameworks prevalent in many policy units. The objective of this presentation is to describe a number of the key principles that have emerged from the process of establishing a unit record linked administrative data set with the Australian Early Development Census. The data linkage principles described are aimed at investigators who wish to ensure their work is accessible to policy makers, and to policy makers who wish to improve their policy development cycle using embedded researchers.  **Proposed format of the session**  Presentation = 8 minutes  Questions = 4 minutes  **Conference theme and/or subthemes addressed:** Health equity |

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| **Title of Presentation 3.** (Sentence case) The role of ethnographic methods in enhancing interpretation and understanding of service use data |
| **Maximum 2500 characters (including spaces but excluding title)**  **General Objective:** The ethnographic arm of the Tassie Kids study provides in-depth knowledge about parents’ use of the early childhood service system, how the services operate, how the services work with families and with each other, and why children and families do and do not engage with services. Focusing on two key sites, the ethnographic arm of the study makes use of 42 interviews with service providers from health and education, 38 interviews with parents (including repeat interviews with 22 parents) and over 100 days of observations. This data has provided a rich understanding of the factors that influence families’ engagement with formal and informal early childhood services and supports, including the role of outreach in facilitating engagement. It has provided context for the quantitative results and contributed to a better understanding how the use of services contributes to children’s health and education outcomes.  This presentation will discuss the benefits of including ethnographic methods along with data linkage and present examples where ethnographic data has been able to assist in interpreting data linkage results. For example, outreach was a significant proportion of the work undertaken by Child and Family Centres, but current data collection does not capture this element of the work undertaken in centres. Are parents who may be considered ‘disengaged’ really disengaged from early childhood services or are they just engaged elsewhere?  **Proposed format of the session:**  Presentation = 8 minutes  Questions = 4 minutes  **Conference theme and/or subthemes addressed:** Health equity |

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| **Title of Presentation 4** (Sentence case) The Tassie Kids study: providing a whole-of-population view of the impact of early childhood services on children’s outcomes. |
| **Maximum 2500 characters (including spaces but excluding title)**  **General Objective**  The Tasmanian Departments of Health and Education are working hard to break the cycle of disadvantage that prevents so many Tasmanian children from achieving their true potential. The Tasmanian population faces a combined challenge of lower socio-economic status and being regional and rural, which means that many of our children start life with disadvantage. The potential for early childhood services to improve  children’s outcomes depends on the extent to which services (1) are configured to meet the needs of the population, (2) are accessible, and (3) are organised so that the benefits of services accrue across childhood. While improvements in service delivery and utilisation are occurring the uptake of health and education services and reach into more vulnerable populations is a significant focus of both departments.  The Tassie Kids project has provided a unique opportunity to track children’s pathways through services and produced a whole-of-population view of the impact of service use on child outcomes. The unique combination of methods gives us rich and tangible understanding of what is working well, and where some of the barriers and opportunities may be for change. We are committed to targeting our effort to achieve better life outcomes for Tasmanian children. We recognise the need for policies and programs that are multi professional, cross agencies, and collaborative whole of agency if we are to ameliorate these inequities. The Tassie Kids project has provided us with an incredibly rich and strong evidence base that can be used to inform policies and development of service delivery that reflect the needs of Tasmanian families and children.  **Proposed format of the session**  Presentation = 8 minutes  Questions = 4 minutes  **Conference theme and/or subthemes addressed:** Health equity |

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| **Title of Presentation 5** (Sentence case) How does establishing a system wide database assist in changing child development outcomes? |
| **Maximum 2500 characters (including spaces but excluding title)**  **General Objective:** Across Australia and at significant cost, universal health and education services are provided for children under the age of five. The aim of these services is to give every child every opportunity for a strong start in life and to identify and rectify developmental concerns early. Addressing the social determinants of health and health and education inequities requires a shift in focus from individual services to the whole service system. A significant challenge confronting governments today is utilising administrative data holdings to increase the impact of government provided or funded services.  The panel brings together researchers and government partners who are working together on a coordinated approach to early childhood policies and services using linked administrative data and ethnographic methods to identify optimal leverage points within and between existing services to increase service use and reduce health and education inequalities in the early years.  The panel features speakers with backgrounds in lifecourse and ethnographic research, early years policy development, managers/custodians of departmental data and cross-agency data linkage. We will discuss the ways in which establishing a system wide database can assist government partners to address health and education service gaps and low usage rates, tackle inequalities and improve child development outcomes before children start full-time school.  Using examples from Tasmania, the discussion will focus on the importance of: (1) creating a longitudinal view of children’s pathways through services and their outcomes; (2) individual- level longitudinal data linkage capability; (3) the value of ethnographic data for assisting with interpreting linked administrative data; and (4) the need for whole of agency policies and programs to ameliorate inequities.  **Proposed format of the session:**  Interactive panel session involving all symposium presenters and the audience. Strategies to enhance interaction will be used. For example, opportunities to write down questions prior to the commencement of the session as well as at the end of each presentation.  **Conference theme and/or subthemes addressed:** Health equity |