fams

Service **Option 2**: Provide a community centre

Issue (Problem)	Participants	Evidence and Research (Evidence)	Activities (Intervention)	DEX Activities	Mechanisms of Change	Outputs (Outputs and Implementation outcomes)	Short Term Outcomes (Immediate outcomes – primarily attributed to the program)	Medium Term Outcomes (intermediate outcomes – partly attributed to program, beginning of shared attribution)/ contribution	Long Term Outcomes (shared attribution actors agencies/NGOs)	Impact (Goals)
What is the problem? What is the need you are trying to address? *TEI Program Guidelines 2017*	*Who are the target group? Are there secondary target groups and/or partners?*	*What does research say about this problem and people in the target group? What does the evidence of other programs or your data suggest 'What Works'? See also Library@facs.nsw.gov.au for research evidence* *TEI Program Logic*	*What is the service or program you are going to deliver? How many sessions to how many participants etc. What are the resources you will need, human and other?*	*For reporting to DEX (by Option)* *These are the Flexible Activities in the Activity Mapping Template*	*How does the evidence relate to the program? How will the program achieve the desired outcomes through the activities?*	*What do you need to count?* # activities/sessions # participants # partners *(also, satisfaction with service received and program delivered)*	*What are the program outcomes? What outcomes can be contributed directly to the program, service, activity or event?* *taken from Fams Principles in Practice*	*What do you believe will change or increase for the participants as a result of the program, service, activity or event?* *from FASIAR Report – Human Service Outcomes Framework: Application to Early Intervention, 1 Feb 2018*	*What are the broader population outcomes for the target group and community if the program, service, activity or event is a success?* *NSW human Services Outcomes Framework*	*What is the end result? What do you want for your communities, families, children and young people?* *TEI Program Outcomes Framework, July 2018* see also **The Nest** (ARACY) A National Plan for Child & Youth Wellbeing (below)
Community Strengthening – Vulnerable members of a community of location or community of identity (people within the community might be potentially vulnerable, have known vulnerabilities, or be experiencing crisis)	Children 0-3 (possibly 0-5 in line with NSW Health *First 2000 days framework*) Young parents (one parent younger than 20) Aboriginal Children, Young People, Families and Communities Local District Priorities as identified/ agreed/ negotiated	Effective prevention and early intervention is possibly the most promising strategy for changing the trajectories of children. There is clear evidence that children's life chances are influenced by their families and communities and that they are able to be changed for the better. Improving the wellbeing of children, young people and families at a population-level, requires flexible and responsive systems that are at a population-level, requires flexible and responsive systems that are equipped to respond effectively	Providing a place for people to meet, interact and volunteer Provide a soft-entry point with supported referrals for people who need more targeted intensive support • Providing a space for people to regularly meet • Holding a function or forum • Community planning • Parenting groups • Youth groups • Early childhood education, care or support	Social participation Community Engagement	Consider **BACKS** (RBA, M Friedman) a change, shift or improvement for the client/family or participant in: **B**ehaviour **A**ttitude **C**ircumstances **K**nowledge and/or **S**kills and confidence	# activities held % cultural activities held # referrals to services # participants % participants in TEI target groups % participants in District priority groups # stakeholders using the facilities # stakeholders who are utilising the facility as a community service hub (eg Local Health District, Centrelink, community service providers) % stakeholders who utilise volunteers				**Economic** – sustained participation in employment **Education & Skills** – increased school attendance and achievement **Safety** – reduced risk of entry into the child protection system **Home** – sustained safe and stable housing **Health** – improved child health, improved health of children and young people **Social and Community** – increased participation in community events, increased self-reported sense of belonging to their community **Empowerment** – increased client reported self-determination **The Nest** **Being loved and safe** Being loved and safe embraces positive family relationships and connections with others, along with personal and community safety. Children and young people who are loved and safe are confident, have a strong sense of self-identity, and have high self-esteem. They form secure attachments, have pro-social peer connections, and positive adult role models or mentors are present in their life. Children and young people who are loved and safe are resilient: they can withstand

Short Term / Medium Term / Long Term Outcomes (sub-rows)

	Short Term Outcomes	Medium Term Outcomes	Long Term Outcomes
Economic		Families are financially stable and have opportunities to contribute to and benefit from our economy.	All people in NSW are able to contribute to, and benefit from, our economy
Education & Skills	#/% of participants who report they have gained new skills/knowledge to help them improve the quality of their life (relevant also for Economic, Safety, Home and Health)	Children are given the best opportunities to achieve in life.	All people in NSW are able to learn, contribute and achieve
Safety	#/% participants in parenting groups who demonstrate positive parenting techniques #/% parents who report improvement in their child's/ren's behaviour due to involvement in the parenting course	Children are safe with their families, and are less likely to experience neglect, abuse or contact with the child protection system	All people in NSW are able to be safe
Home		Parents and carers have the skills and confidence to provide stable, positive, stimulating, safe and	All people in NSW are able to have a safe and affordable place to live

early to emerging issues and challenges (Better Systems, Better Chances, ARACY 2015) Participation in social networks through targeted community programs and events supports better mental and physical well-being (Santini, Koyanagi, Tyrovolas, Mason, & Haro, 2015); (Holt-Lunstad, Smith, Baker, Harris, & Stephenson, 2015) Persistent poverty may undermine a parent's ability to spend time and resources on their children (Dickerson & Popli, 2016); (Kiernan & Mensah, 2011) Poor parenting (resources and style) impacts household chaos (Coldwell, Pike, & Dunn, 2006) The quality of the home environment impacts a child's cognitive and social development (Vernon-Feagans, Garrett-Peters, Willoughby, Mills-Koonce, & Investigators, 2012)	• Maternal and child health • Access to internet and Wi-Fi and/or equipment • Aboriginal Elders, Men's and Women's Groups • Aboriginal led enterprise • Other activities or innovations that provide a place for people to meet, interact and receive supported referrals These could be activities currently delivered through the former programs: Community Builders; Families NSW; Child Youth & Family Support (CYFS); Positive Parenting Program (Triple P); Aboriginal Child Youth & Family Strategy (ACYFS); Getting it Together.			% stakeholders who are partnering with other providers to deliver a service #/% stakeholders who report that the centre has enabled them to improve their collaboration #/% of programs/ activities/events that have clear identified participant outcomes that measure behaviour/ attitude/circumstance/ knowledge and/or skill change or increase #/% of programs/ activities/events that report on client/ participant outcomes #/% of programs/ activities/events that use an evidence base to inform practice and program data for continuous improvement #/% of children/families who report being treated with respect	

	secure environments for children.		
Health (physical and mental)			
	Parents and carers are supported to care for their children's health before birth, and in the early years of development.	All people in NSW are able to live a healthy life	
Social & Community			
#/% participants who report the centre provides them with a place to access services #/% participants who report they would not have been able to access services if the centre did not provide them #/% participants who stated that the centre provided them with a safe place to go and get information #/% volunteers who report that the centre has provided them with a place to volunteer and contribute to the community #/% of families/individuals who report they volunteer #/% participants who report they took a phone number or brochure to contact a person/service at a later date #/% of participants who report they are now more aware of other services in the community	People are more connected to those around them.	All people in NSW are able to participate and feel culturally and socially connected	
Empowerment			
#/% of participants who report they feel more connected to their community	Families and communities are empowered.	All people and communities in NSW are able to contribute to decision making that affects them and live fulfilling lives	

life challenges and respond constructively to setbacks and unanticipated events.

Having material basics Children and young people who have material basics have access to the things they need to live a 'normal life'. They live in adequate and stable housing, with adequate clothing, healthy food, and clean water, and the materials they need to participate in education and training pathways.

Being healthy Healthy children and young people have their physical, developmental, psychosocial and mental health needs met. They achieve their optimal developmental trajectories. They have access to services to support their optimum growth and development and have access to preventative measures to redress any emerging health or developmental concerns.

Learning Learning is a continuous process throughout life. Children and young people learn through a variety of formal and informal experiences within the classroom and more broadly in their home and in the community. Children and young people who are learning participate in and experience education that enables them to reach their full potential and maximise their life opportunities.

Participating Participating includes involvement with peers and the community, being able to have a voice and say on matters, and, increasingly, access to technology for social connections. In practice, participating means children and young people are supported in expressing their views, their views are taken into account and they are involved in decision-making processes that affect them.