

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)
<p>What is the problem? What is the need you are trying to address? <i>*TEI Program Guidelines 2017</i></p>	<p>Who are the target group? Are there secondary target groups and/or partners?</p>	<p>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</p>	<p>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?</p>	<p>For reporting to DEX (by Option) <i>*These are the Flexible Activities in the Activity Mapping Template</i></p>	<p>How does the evidence relate to the program? How will the program achieve the desired outcomes through the activities?</p>	<p>What do you need to count? # activities/sessions # participants # partners (also, satisfaction with service received and program delivered)</p>	<p>What are the program outcomes? What outcomes can be contributed directly to the program, service, activity or event? <i>*taken from Fams Principles in Practice</i></p>	<p>What do you believe will change or increase for the participants as a result of the program, service, activity or event? <i>*from FASIAR Report – Human Service Outcomes Framework: Application to Early Intervention, 1 Feb 2018</i></p>	<p>What are the broader population outcomes for the target group and community if the program, service, activity or event is a success? <i>*NSW Human Services Outcomes Framework</i></p>	<p>What is the end result? What do you want for your communities, families, children and young people? <i>*TEI Program Outcomes Framework, July 2018</i> see also The Nest (ARACY) A National Plan for Child & Youth Wellbeing (below)</p>
<p>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)</p>	<p>Children 0-3 (possibly 0-5 in line with NSW Health <i>First 2000 days framework</i>) Young parents (one parent younger than 20) Aboriginal Children, Young People, Families and Communities Local District Priorities as identified/ agreed/ negotiated</p>	<p>Being school ready predicts future academic achievement (Shepard & Smith, 1989) People who continue to use alcohol or substances are likely to develop other health problems later in life (Hubbard, Gorely, Ozakinci, Polson, & Forbat, 2016); (Rehm et al., 2009) Maternal stress can negatively impact a child’s development (Guttentag et al., 2014); Aizer, Stroud, & Buka, 2015) A child who is developmentally on track is more likely to achieve academically (Brinkman et al., 2013)</p>	<p>Providing programs to increase knowledge, skills, experience, confidence and wellbeing Providing programs to increase social inclusion, participation, and individual capacity</p> <ul style="list-style-type: none"> providing learning, such as numeracy, literacy, financial resilience, training and employment skills providing opportunities for volunteers to be involved providing or arranging 	<p>Education and Skills training Facilitate employment pathways Social Participation Indigenous Healing Workshops Advocacy and Support Indigenous Advocacy/Support Business Planning</p>	<p>Consider BACKS (RBA, M Friedman) a change, shift or improvement for the client/family or participant in: Behaviour Attitude Circumstances Knowledge and/or Skills and confidence</p>	<p># workshops, activities and programs # culturally specific activities # participants attending # workshops focused on the development of skills # Aboriginal volunteers # volunteers # community transport hours provided # community outings #/% of programs/ activities/events that have clear identified participant outcomes that measure behaviour/ attitude/ circumstance/ knowledge and/or skill change or increase</p>	<p>Economic</p>			<p>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</p>
							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		
							<p>Education & Skills</p>			
							#/% 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	
							<p>Safety</p>			
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									
<p>Home</p>										
Parents and carers have the skills and confidence to provide stable, positive, stimulating, safe and secure environments for children.	All people in NSW are able to have a safe and affordable place to live									

		<p>Parents engaged in positive parenting practices are less likely to abuse or neglect their children compared to others (Prinz, Sanders, Shapiro, Whitaker, & Lutzker, 2009); (Matthews & Burton, 2013)</p> <p>Parenting skill and confidence is important in coping positively with stress (Solmeyer, Feinberg, Coffman, & Jones, 2014)</p> <p>Positive coping strategies are integral to a safe child environment, A&OD (Fallon et al., 2013); Maternal substance abuse (Manly, Oshri, Lynch, Herzog, & Wortel, 2013); substance-abusing mothers (Suchman, Decoste, McMahan, Rounsaville, & Mayes, 2011)</p> <p>Parental engagement and interest in their child's education impacts early development and school readiness (Feinstein & Symons, 1999); (Huat See & Gorard, 2015); Arnold & Whitehurst, 1994; Whitehurst et al., 1988)</p> <p>When children are school ready they are more likely to do well at school (Brinkman et al., 2013)</p>	<p>community transport</p> <ul style="list-style-type: none"> • supporting Aboriginal Sorry business and Aboriginal healing • Aboriginal community advocate activities • Other activities or innovations that provide community support <p>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.</p>			<p>#/% of programs/ activities/events that report on client/ participant outcomes</p> <p>#/% of programs/ activities/events that use an evidence base to inform practice and program data for continuous improvement</p> <p>#/% of children/families who report being treated with respect</p>	<p>#/% participants who report they have learnt a new skill</p> <p>#/% participants who demonstrate they learnt a new skill (numeracy/literacy, specific competency training)</p> <p>#/% participants who are participating in further education or training</p> <p>#/% participants who have met someone new at an activity</p> <p>#/% participants who report they participate in other activities with people they have met</p> <p>#/% participants who state they have someone to contact if they need help</p> <p>#/% participants who felt included in the workshops/ activities</p> <p>#/% of families/individuals who report they participate in other activities with people they have met</p> <p>#/% of families who report increased knowledge about services and activities in their community (after a program/ event or activity)</p> <p>#/% of participants who report they learnt new things about services or other things in their community</p> <p>#/% of participants who report they feel more connected to their community</p> <p>#/% of participants who report they are more aware of and access other services in the community</p>	<p>Health (physical and mental)</p> <p>Parents and carers are supported to care for their children's health before birth, and in the early years of development.</p> <p>Social & Community</p> <p>People are more connected to those around them.</p>	<p>All people in NSW are able to live a healthy life</p> <p>All people in NSW are able to participate and feel culturally and socially connected</p>	<p>are present in their life. Children and young people who are loved and safe are resilient: they can withstand life challenges and respond constructively to setbacks and unanticipated events.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
							<p>#/% of participants who report they feel more connected to their community</p>	<p>Empowerment</p> <p>Families and communities are empowered.</p>	<p>All people and communities in NSW are able to contribute to decision making that affects them and live fulfilling lives</p>	