



Communities
& Justice

Targeted Earlier Intervention Program Specifications 2019

29 November 2019



Contents

1. Purpose	3
2. Legislative framework	3
3. Policy context	4
3.1 Evidence base for Prevention and Earlier Intervention	4
3.2 Evidence informed service design and practice in TEI	5
3.3 Aboriginal service investment	5
3.4 Stronger Communities Investment & Inclusion Unit – Their Futures Matter	6
4. Program overview	6
4.1 The vision	6
4.2 Program objectives	6
4.3 Practice principles	7
4.4 Program logic	7
5. Program description	8
5.1 Program structure	8
5.2 Target group and local priorities	9
5.3 Services	10
5.4 Other core TEI service delivery requirements:	12
6. Performance and outcome measures	14
7. Reporting and data collection	14
8. Notified policies and standards	15
9. Appendix A – Human Services Outcomes Framework	16
10. Appendix B – TEI Program Logic	17
11. Appendix C – TEI Service Types	18
11.1 Program Activity 1 – Provide Community Connection	18
11.2 Program Activity 2 – Provide a Community Centre	19
11.3 Program Activity 3 – Provide Community Support	20
11.4 Program Activity 4 – Provide Targeted Support	21
11.5 Program Activity 5 – Provide Intensive or Specialist Support	23

1. Purpose

The Targeted Earlier Intervention (TEI) Program brings together five community based, formerly separately funded Communities and Justice (DCJ) programs:

- Community Builders;
- Families NSW;
- Aboriginal Child Youth and Family Strategy;
- Child Youth and Family Support;
- Getting It Together; and

Focuses their efforts on delivering responsive and flexible prevention and early help and support services that meet the needs of children, young people families and communities experiencing or at risk of vulnerability.

The TEI Program Specifications set out the intended program outcomes, the program target group, and examples of activities that might be delivered under the program, in the context of DCJ's contracting system and the NSW Human Services Outcomes Framework.

Clause 5 of the Agreement for Funding of Services, Standard Terms of the Human Services Agreement (HSA) contains further information about service providers' obligation to comply with the TEI Program Specifications.

The Program Specifications may be amended or replaced from time to time by DCJ. Service providers should comply with the current version of the TEI Program Specifications (current version will be kept on TEI website). Updates to the Program Specifications will be communicated to service providers.

2. Legislative framework

The NSW Human Services Agreement (HSA) standard terms and the Agreement for Funding of Services Schedule – Targeted Earlier Intervention outline service provider obligations, including the requirement that services be provided in accordance with all applicable laws, standards and policies and accreditation requirements.

All TEI funded services must comply with all relevant provisions in the [Public Finance & Audit Act 1983](#) and [Privacy and Personal Information Protection Act 1998](#).

Clause 6 of the HSA also requires service providers to ensure that all personnel engaged in providing services are properly authorised, accredited, trained and experienced to provide the services, and have completed all mandatory pre-employment screening, including a [working with children check](#) clearance.

Please refer to the HSA Standard Terms and the Agreement for Funding of Services Schedule – Targeted Earlier Intervention for full details of the requirements under the contract.

The primary legislation that underpins DCJ provision of funding to non-government organisations under the TEI Program is the [Community Welfare Act 1987](#) (CWA) and associated regulations, which seek to protect and improve the wellbeing of the people of NSW.

The [Children and Young Persons \(Care and Protection\) Act 1998](#) (**Care Act**) also impacts on the delivery of DCJ funded programs. The Care Act broadly aims to ensure that children and young people receive care

and protection necessary for their safety and wellbeing, and covers mandatory reporting requirements ([Section 27](#)) and information exchange ([Chapter 16A](#)).

3. Policy context

DCJ applies the NSW *Human Services Outcomes Framework* to its funded programs. It aims to ensure that all children, young people, families and communities:

- Have a safe and affordable place to live
- Live a healthy life
- Learn, contribute and achieve
- Contribute to and benefit from our economy
- Are safe in their homes and communities
- Participate and feel culturally and socially connected
- Contribute to decision making that affects them.

The TEI Program contributes to this by investing in services which respond to the needs of children, young people, families and communities experiencing or at risk of experiencing vulnerability. TEI services enable them to access support to prevent risk from escalating.

3.1 Evidence base for Prevention and Earlier Intervention

In 2015 the Australian Research Alliance for Children and Youth (ARACY), in partnership with the NSW Government, released the report [Better systems, better chances- A review of research and practice for prevention and early intervention](#). The report provided a strong evidence base for the commencement of sector reform and creation of the new TEI Program. The report found that timely and effective prevention and early intervention can positively impact a person's life trajectory¹ and life outcomes.

A person's life outcomes will be influenced by a range of factors including their antenatal and early childhood experiences, the circumstances of their family and their communities. There are protective and risk factors at the individual, family and community levels that are highly predictive of life outcomes². The relationship between these factors and positive long-term outcomes are detailed below at the **community**, and **child, youth and family** levels.

1. Community strengthening

Effective early intervention services aim to strengthen communities, and particularly groups experiencing or at risk of vulnerability within them, by creating more inclusive, supportive, safe and empowering communities for children, young people and families.

¹ Fox, S., Southwell, A., Stafford, N., Goodhue, R., Jackson, D. and Smith, C. (2015). *Better Systems, Better Chances: A Review of Research and Practice for Prevention and Early Intervention*. Canberra: Australian Research Alliance for Children and Youth (ARACY).
http://www.community.nsw.gov.au/data/assets/pdf_file/0008/335168/better_systems_better_chances_review.pdf

² Ibid.

2. Child, youth and family wellbeing and safety

Research in relation to effective responses to vulnerability identifies a number of periods when intervention has significant impact, including early childhood³ and adolescence. An effective early intervention system will address these critical points of intervention, so that every child, young person and family can experience positive outcomes and wellbeing.

3.2 Evidence informed service design and practice in TEI

The TEI Program aims to increase evidence-informed design and practice in TEI services over time. This will be supported by:

- Tools such as service level program logics to articulate the evidence that links service design and practice, to effective service outcomes for clients.
- Service level qualitative and quantitative data collection, including data recorded in the Data Exchange, to provide information about the effectiveness of individual services as well as the broader TEI Program

Key documents which set out the foundational evidence for the Program, as well as service design and practice include:

- [Application of the Human Services Outcomes Framework to Early Intervention](#)
- TEI Program Logic
- [NSW Health's First 2000 Days Framework](#)

3.3 Aboriginal service investment

A key priority for the Department is to improve long-term outcomes, for Aboriginal children, young people and their families. Aboriginal children and young people represent almost 40 per cent of all children in out-of-home care, signalling an urgent need for greater investment in culturally responsive prevention and early intervention services.

The Department's Aboriginal Outcomes Strategy 2017-2021⁴ set a target of 30% of TEI funding committed for Aboriginal children and families by 2021.

The 30% Aboriginal investment target reflects projections for increased investment in Aboriginal organisations and in service delivery to Aboriginal people by Aboriginal staff in mainstream TEI organisations, over a five year period. Given that the TEI Program is commencing in June 2020, it is acknowledged that this target may take longer to achieve.

Districts in their planning processes have been working on the best way to implement and achieve meaningful local Aboriginal investment targets that support self-determination and are representative of local demographic and need.

³ Moore, T., McDonald, M. & McHugh-Dillon, H. (2014). Early childhood development and the social determinants of health inequities: A review of the evidence. Parkville, Victoria: Centre for Community Child Health at the Murdoch Children's Research Institute and the Royal Children's Hospital. Pg.34

⁴ FACS Aboriginal Outcomes Strategy 2017-2021. Family and Community Services.

<https://www.facs.nsw.gov.au/data/assets/file/0007/592234/Aboriginal-Outcomes-Strategy.pdf>

The Department is also focussing on:

- Growing and strengthening the capacity of the Aboriginal NGO sector
- Assessing and improving the cultural capability of mainstream service providers that work with Aboriginal people and communities
- Improving outcomes for Aboriginal people who access DCJ funded services.

Non-Aboriginal service providers need to ensure they have the cultural capability to understand the needs of and work effectively with Aboriginal people and communities. Services should seek to build respectful relationships with Aboriginal specific services and their local Aboriginal communities, and identify opportunities to work together to achieve the best outcomes for Aboriginal clients.

3.4 Stronger Communities Investment & Inclusion Unit – Their Futures Matter

The Stronger Communities Investment & Inclusion Unit (SCII) - Their Futures Matter (TFM), has been instrumental in developing a data led understanding of need, particularly for communities experiencing significant disadvantage. This has and will continue to inform the focus and approach for TEI in supporting better outcomes for children, families and communities.

The TFM key strategic priority areas⁵ are embedded in the TEI Program design, and are reflected in the Program's Practice principles. These focus on flexibility, collaboration and co-design, and commitment to sector capacity building.

DCJ is the lead agency for the commissioning of the TEI Programs and will ensure that recommendations are considered and wherever relevant, incorporated.

4. Program overview

4.1 The vision

The vision for the TEI Program is that:

- Families, children and young people's needs are met early to prevent the escalation of vulnerability
- Families are able to access support early in the lives of their children and young people
- Risk factors that lead to child abuse, neglect, and domestic and family violence are addressed early; and
- Aboriginal children, young people, families and communities have access to timely, effective, accessible and culturally safe support and services.

4.2 Program objectives

With a focus on early help and support, the objective of the new TEI Program is to provide targeted services at the point where they can have the most impact, and deliver the best investment for communities and government.

⁵ The four key strategic priority areas identified in the SCII System Transformation Strategy are:

1. The needs of children, young people and their families are at the centre of decision making
2. The needs of children, young people and their families will be addressed earlier
3. Children, young people and their families receive the right supports at the right time
4. A responsive and highly skilled workforce supports better outcomes.

The TEI Program can achieve this through the commissioning of services that:

- Recognise the significance of culture and identity in safety for Aboriginal children and young people in their family and broader communities.
- Support parents to meet the physical and material needs of their children.
- Support parents to meet the emotional needs and development of their children through warm and nurturing interactions and encouragement.
- Assist young people to stay connected with their family and make positive life choices as they move into adulthood.
- Actively engage with children, families and communities experiencing vulnerabilities, working with them to provide the services they need, which may involve coordinating service provision across the sector.
- Help communities to support and protect their members, through building stronger social connections and support networks.

4.3 Practice principles

To deliver an effective, best practice TEI service system, the following practice principles should be embedded into the delivery of services. TEI services should be:

- **Person Centred** with the child, young person and/or family at the centre and leading decision making.
- **Strengths Based** using a strengths based approach to service design and implementation, which support people to build their capacity for change.
- **Evidence-Informed across the life course**, using natural development phases and transition points as 'triggers' for service delivery (for example becoming pregnant, first 2,000 days of a child's life, mothers returning to work, entry into early learning, starting school, transition to high school)
- **Holistic and collaborative** working in partnership with other relevant services and/or organisations to achieve better outcomes with children, young people and families.
- **Capability building** to build social capital within communities.
- **Trauma Informed** to recognise the impact of trauma on those accessing services, and develop and implement trauma informed policies and practices.
- **Flexible and Responsive** in working with families, recognising that families' needs are not static, and that families may be transitioning in and out of hardship and disadvantage over time.

4.4 Program logic

A TEI Program Logic has been developed to show the relationship between the TEI Program activities and the intended outcomes of the program; to track progress against NSW Human Services Outcome indicators; and to support continuous quality improvement.

TEI service providers will also be required to develop their own program logics to demonstrate how service activities contribute to achieving client outcomes at the individual service provider level. The service provider program logic will be reviewed annually. Guidance and a program logic template can be found on the TEI website.

See [Appendix A](#) for the Human Services Outcomes Framework, and [Appendix B](#) for the TEI Program Logic.

5. Program description

The TEI Program aims to deliver responsive and flexible prevention and early help and support services that meet the needs of children, young people families and communities experiencing or at risk of vulnerability.

The TEI service system is localised, designed in collaboration with DCJ Districts and local communities through local governance arrangements, which involve a broad range of key stakeholders, including service providers and communities.

TEI services do not operate in isolation, but sit within a complex and diverse human service system. The willingness of services to collaborate, co-design and co-ordinate with other services, both government and non-government, universal and targeted, is vital for the TEI Program to achieve outcomes for its target group.

5.1 Program structure

There are two streams in the TEI Program, reflecting the [evidence base for prevention and early help and support](#):

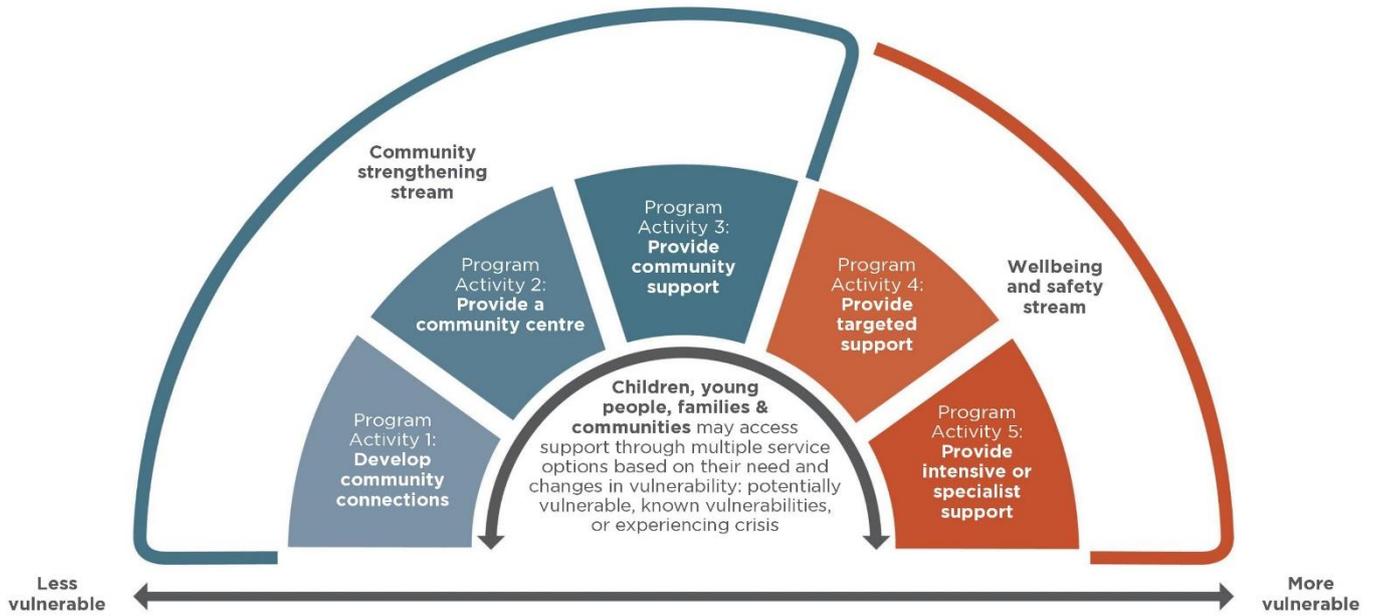
- **Community Strengthening stream:** includes activities that facilitate greater community cohesion, inclusion and wellbeing, and empowerment of Aboriginal communities.
- **Wellbeing and Safety stream:** includes activities that strengthen protective factors and respond to known risk factors, ensuring parents and caregivers are able to meet their personal wellbeing and safety outcomes, and are able to provide their children and young people with a safe and nurturing home.

These streams provide people with access to a range of program activity options based on their need and vulnerability. People may access services across both program streams at the same time. Vulnerabilities may increase or decrease over time for people and therefore their access to program activity options will change depending on their level of need for more or less intensive support.

The TEI Program structure provides the flexibility for providers to deliver services across any or all of the program activity options. Service providers will be contracted to deliver particular program activity options (either in combination or individually). These options will be negotiated locally through District commissioning processes that will determine local priorities (refer to 5.2 below) for TEI service provision.

A diagram of the TEI Program Structure is at Figure 1.

Figure 1



5.2 Target group and local priorities

Target Population

The target population for the TEI Program is children, young people, families and communities within NSW who are experiencing or at risk of vulnerability.

This population may experience challenges and/or barriers to identifying and accessing the services they need to live independent and self-determining lives.

Key TEI Groups

A number of key groups are recognised as particularly important in the context of early intervention planning:

- **Aboriginal children, young people, families and communities** in NSW. The Department has a strategic commitment to improve the outcomes of Aboriginal families and communities, and to ensure that all Aboriginal people in NSW have the opportunity to achieve their aspirations.
- **0-5 year olds.** This aligns with [NSW Health's First 2000 Days Framework](#), reflecting the lifelong impact of adverse experiences during this period, as well as the opportunities to build resilience, mitigate against vulnerability and influence positive life course outcomes during this period.
- **Children and young people at risk of disengagement from school, family and community.** Family and community connections can be central to the development of positive self-identity. A child or young person's experiences and support during transition periods can have a significant impact on school engagement, school completion and later employment.
- **Young parents with known vulnerabilities or who are experiencing a number of hardships.** Young parents can benefit from parenting, practical, advocacy and other support to help them build a nurturing and stimulating home environment for their child, and connect with the services they need to raise their child, secure independence and support themselves and their family.

These key groups are **not mutually exclusive**, and some children, young people and their families will fall into more than one.

TEI key groups align with priorities highlighted by the [Stronger Communities Investment Unit — 2018 Insights Report](#) (refer to [3.4](#) above).

Local Priorities

TEI services will be commissioned in line with district priorities. District priorities will be set out in the DCJ Local Priorities. Local planning processes determine priority groups and issues for each DCJ District, taking into consideration the key TEI groups (above) and other available research, local evidence and data.

The key TEI groups have been identified to **guide rather than direct** local investment. Local priorities may or may not align directly with the key groups and may include groups other than the key TEI groups, depending on local evidence, need and circumstances.

5.3 Services

Stream 1: Community strengthening service types

The Community Strengthening stream aims to connect members of a community experiencing or at risk of vulnerability with their broader community, and strengthen the community as a whole. Community strengthening services often provide a soft entry to other services.

Services in this stream are designed for people who do not have access to fundamental material and social resources and/or are socially excluded. Fundamental material and social resources include things like adequate housing, health care, employment, education, support or financial resources. Individuals are socially excluded if they are not able to participate in certain activities of the community due to reasons beyond their control.

Mindful of the experience of Aboriginal people and communities, investment in activities/services which are culturally safe, relevant and support healing is critical.

Service providers contracted to provide community strengthening activities will be required to nominate the community they will focus on, by location or a community of identity (for example a CALD community); and demonstrate how their service increases connection between those excluded and the broader community.

The Community Strengthening stream of TEI also incorporates community sector development activities including community sector planning (e.g. policy advice, networking, information clearing house, professional development and advocacy) and community sector coordination (e.g. coordinating interagency activities, local consultation processes, coaching/mentoring and backbone support to collective impact work).

Program stream	Community Strengthening		
Program activity	1. Develop community connections	2. Provide a community centre	3. Provide community support
Service types	<ul style="list-style-type: none"> • Community engagement • Community sector planning • Community sector coordination • Education and skills training • Information/advice/referral • Indigenous community engagement • Indigenous social participation • Social participation 	<ul style="list-style-type: none"> • Community engagement • Education and skills training • Information/advice/referral • Social participation 	<ul style="list-style-type: none"> • Advocacy and support • Business planning • Education and skills training • Facilitate employment pathways • Indigenous advocacy/support • Indigenous healing workshops • Information/advice/referral • Social participation

Stream 2: Wellbeing and Safety of children, young people and families

The Wellbeing and Safety stream comprises activities aimed at supporting children, young people and families with targeted or intensive support where they are experiencing identified vulnerability. Wellbeing and safety activities are focussed on ensuring that individuals are supported to seek help and experience wellbeing; and that families are supported to provide an environment for their children and young people that is safe and nurturing. TEI service providers may need to adapt to evolving needs of their clients, and work in partnership with a range of services, possibly across sectors, to be able to provide an effective response and good outcomes.

Program stream	Wellbeing and safety	
Program activity	4. Provide targeted support	5. Provide intensive or specialist support
Service types	<ul style="list-style-type: none"> • Counselling • Education and skills training • Family capacity building • Indigenous supported playgroups • Indigenous social participation • Information/advice/referral • Intake/assessment • Material aid • Mentoring/peer support • Parenting programs • Supported playgroups 	<ul style="list-style-type: none"> • Counselling • Education and skills training • Family capacity building • Information/advice/referral • Specialist support

See [Appendix C of these program specifications](#) for more information on the TEI service types

5.4 Other core TEI service delivery requirements:

All services funded under the TEI Program are expected to include the following quality based practice as part of their core service delivery:

- **Pathways and partnerships:** These activities will continuously improve supported (or 'warm') referrals, connections and sector capacity building within the local community and service system. This includes participating and engaging in local interagency groups or TEI governance committees (responsibility for coordination and facilitation of such groups would be contracted specifically under program activity 1).
- **Aboriginal, CALD, disability and marginalised groups - accessibility and capability:** TEI services should be competent, respectful and skilled in working with people and groups who may be marginalised in their communities, including Aboriginal people, people who are culturally and linguistically diverse, have a disability, and/or people who identify as Gay, Lesbian, Bisexual, Transgender, Queer, Questioning or Intersex.



6. Performance and outcome measures

DCJ funded programs are required to align to the [NSW Human Services Outcomes Framework](#).

The Human Services Outcomes Framework provides a way to understand and measure the extent to which DCJ makes a long-term positive difference to people’s lives and enables us to build evidence of what works in improving wellbeing.

The Human Services Outcomes Framework contains the following elements:

- Desired outcomes for DCJ clients and populations are clearly defined
- Evidence of what services and supports are needed to achieve the desired outcomes; and
- Data collection and analysis to report the extent to which those outcomes are being achieved.

Services should refer to the TEI Outcomes Framework and TEI Program Logic, which identifies specific client and system outcomes for the TEI Program.

7. Reporting and data collection

All TEI service providers are required to collect and report data through the Data Exchange in accordance with [The Data Exchange Protocols](#) and [Appendix B: Program specific guidance for State Agencies in the Data Exchange](#). All TEI services must participate in the Data Exchange “partnership” approach, which includes reporting on an extended data set and recording of client and community outcomes achieved for TEI activities/services through Standard Client/Community Outcomes Reporting (SCORE).

The main focus of the partnership approach is collecting information about the outcomes achieved by clients as a result of service delivery. The partnership approach also includes some extended data items that provide additional information about client demographics, needs and circumstances.

Reporting System	Reporting period	Data Entry frequency
Data Exchange	1 July – 31 December each year	Ongoing – all data to be entered or uploaded into system 30 days after each reporting period.
Data Exchange	1 January – 30 June each year	Ongoing – all data to be entered or uploaded into system 30 days after each reporting period.

You must have systems in place to meet data collection and reporting obligations.

Performance information (e.g. client characteristics and service delivery information) will be required to be collected by each service at the client/community level and entered directly into the Agency’s performance reporting solution, the **Data Exchange**.

The performance information reported through the Data Exchange includes:

- Client identity characteristics (given and family names, date of birth, gender and residential address)
- Client demographic characteristics (indigenous status, cultural and linguistic diversity, and disability status, impairment or condition)
- Service delivery information (outlets, cases, sessions)
- Client or community/group outcomes data

The Data Exchange has two standardised six monthly performance reporting periods each year, which run from **1 July to 31 December** and **1 January to 30 June, with a 30 day close off period** after each of these. Once the close-off period is completed no further changes can be made to the data.

Information must be provided in accordance with the Data Exchange Protocols available at <https://dex.dss.gov.au/data-exchange-protocols>.

Service providers can enter data at any time within a reporting period and are encouraged to do so regularly. Service providers have an extra 30 days at the end of each reporting period, known as 'closing periods' to allow time to quality check their data before the reporting period closes (i.e. 30 July and 30 January each year).

Service providers can transfer their data to the Data Exchange in one of three ways: system to system transfer; bulk XML file upload; or direct manual entry into the Data Exchange web-based portal.

Service providers will have access to their own set of reports in Data Exchange which reflect the information they have submitted. Additional reports will be available to TEI service providers as participants in the partnership approach.

Service providers must ensure that adequate financial and operational records are kept and maintained during the term of their contract.

8. Notified policies and standards

All TEI funded services are required to be familiar and comply with following policies and standards:

[TEI Outcomes Framework](#)

[Funded Contract and Management Framework](#)

[NSW Interagency Guidelines](#)

Where relevant to the services they provide, TEI funded service should be familiar with the following standards and policies:

[NSW Practice Framework](#)

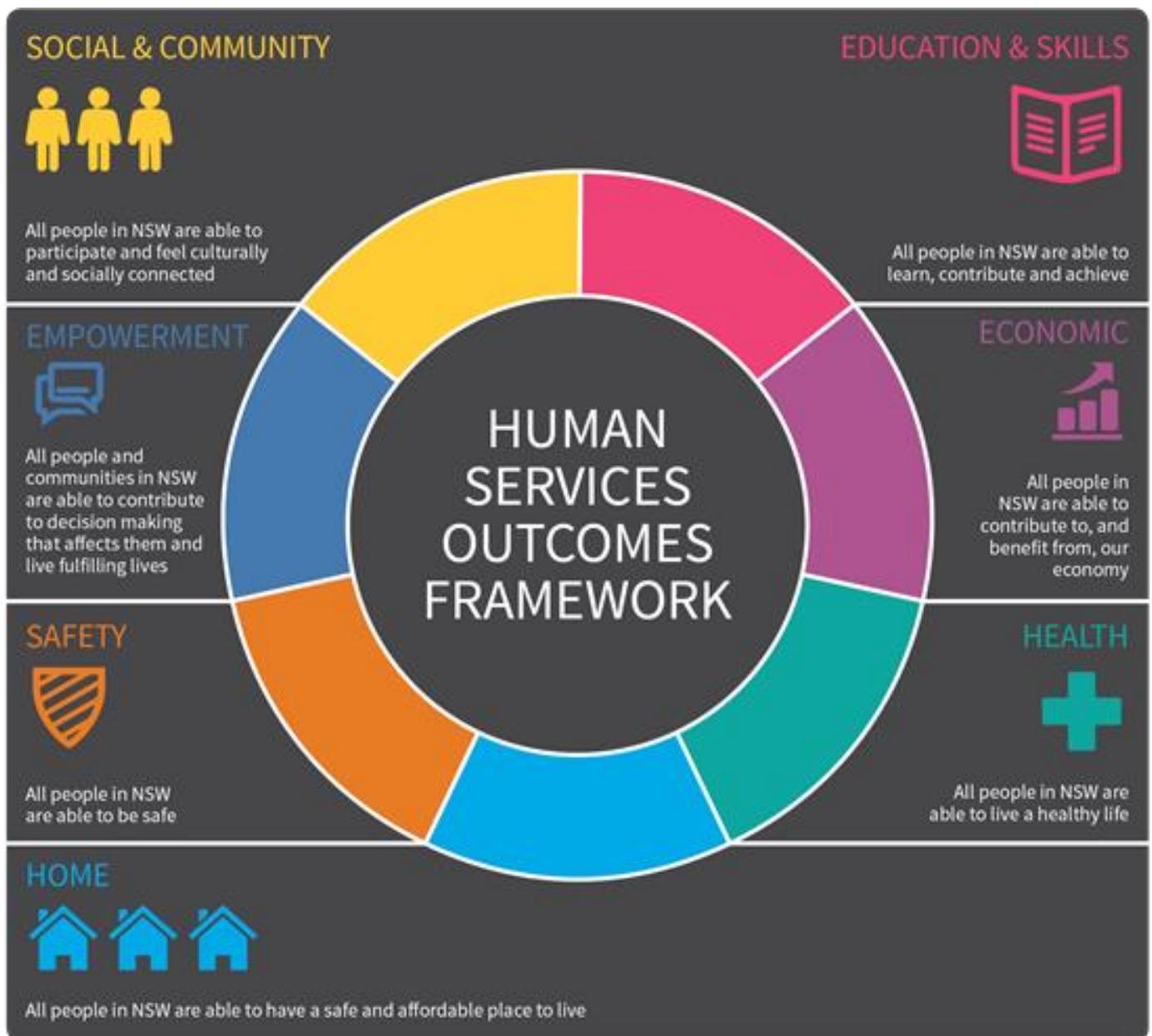
[Care and Protection Standards](#)

[National Child Safe Standards](#)

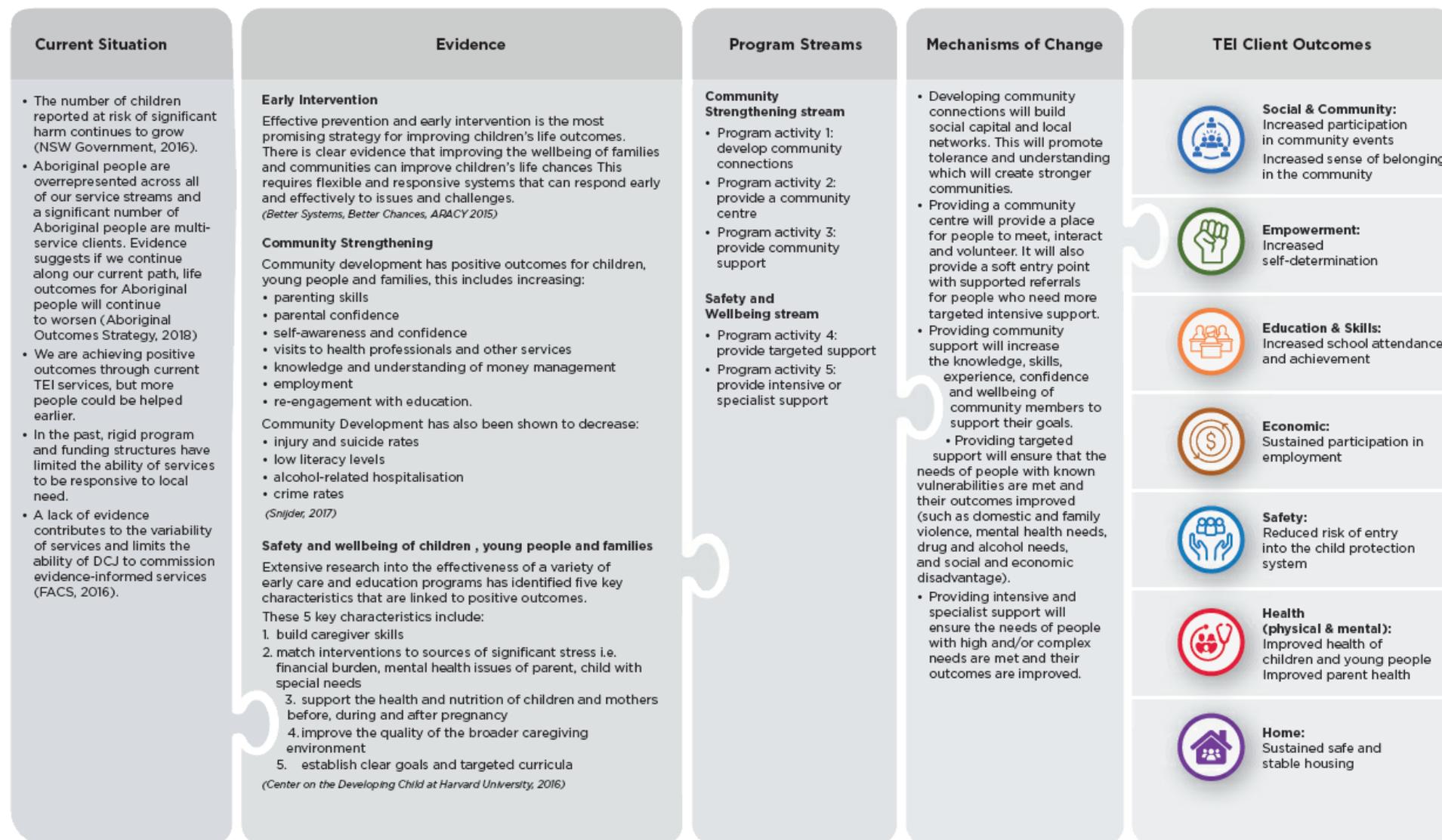
[Aboriginal Case Management Policy](#)

Please note that policies may change from time to time. Service providers need to ensure that they are referencing the most up to date version.

9. Appendix A – Human Services Outcomes Framework



10. Appendix B – TEI Program Logic



References

- Aboriginal Outcomes Strategy 2017-2021, Department of Family and Community Services
- Center on the Developing Child at Harvard University 2016. From Best Practices to Breakthrough Impacts: A Science-Based Approach to Building a More Promising Future for Young Children and Families. <http://www.developingchild.harvard.edu>
- Fox, S., Southwell, A., Stafford, N., Goodhue, R., Jackson, D. and Smith, C. 2015. Better Systems, Better Chances: A Review of Research and Practice for Prevention and Early Intervention. Canberra: Australian Research Alliance for Children and Youth)
- FACS, 2016. 'Targeted Earlier Intervention Program Reform: Reform directions – local and client centred. Sydney NSW.
- Snijder, M. 2017. 'Maldahnalanga: Integrating rigorous research and community participation in Aboriginal community-based research', PhD thesis, NDARC. University of New South Wales, Sydney NSW.
- NSW Government. 2016 Independent Review of Out of Home Care in New South Wales, Sydney NSW

11. Appendix C – TEI Service Types

11.1 Program Activity 1 – Develop Community Connections

Service Type	Description
Community Engagement	Organise community events or festivals that are in line with TEI outcomes. This can only be counted if the service is responsible for organising and running the event. For example contributing resources, time and staff to organise it, not just participating or attending. If an event runs for 3 days, record one session for each day the event occurs, therefore 3 sessions would be recorded for this event.
Community Sector Planning	Activities undertaken to assist organisations and community networks to plan and support their communities to achieve TEI outcomes. Examples include representation/advocacy, brokering partnerships, networking, information clearinghouse, research and evaluation, policy advice and professional development. Sector staff attending these activities may be recorded as an unidentified group or as individual clients.
Community Sector Coordination	Activities undertaken to support coordination and collaboration; strengthen organisational capacity of local TEI organisations. Examples include coordinating inter-agency activities (chairing, secretariat, venue, etc); backbone support to collective impact work; interdisciplinary place based projects; local consultation processes; coaching/mentoring; good governance; and being a conduit between NGOs, government, business and wider community. Sector staff attending these activities may be recorded as an unidentified group or as individual clients.
Education and Skills Training	Activities that increase the knowledge and skills of community organisations to strengthen social capital, local networks, social inclusion, and sense of belonging to different communities. Sector staff attending these activities may be recorded as either unidentified or individual clients.
Information/ Advice/Referral	Provision of standard advice/guidance or information for individuals or families in relation to a specific topic. Referrals include to another service provider or within the organisation. This referral is effective and timely, facilitates client engagement, builds and maintains referral pathways and partnerships, and proactively helps individuals and families to easily access services and determine the way their support is provided.
Indigenous Community Engagement	Organise Aboriginal community events or festivals that support Aboriginal communities or community events promoting Aboriginal issues. This can only be counted if the service is responsible for organising and running the event. For example contributing resources, time and staff to organise it, not just participating or attending. If an event runs for 3 days, record one session for each day the event occurs, therefore 3 sessions would be recorded for this event.
Indigenous Social Participation	Initiate or facilitate activities for Aboriginal communities that are in line with TEI outcomes. This could include social, cultural, recreational, youth, art or language activities; workshops; or linking up members of a community around a shared issue, memorial days, reconciliation activities, erecting plaques or monuments.

Service Type	Description
Social Participation	Initiate or facilitate community activities that are in line with TEI outcomes. This could include social, cultural, recreational, youth activities, art or language activities; workshops; or linking up members of a community around a shared issue.

11.2 Program Activity 2 – Provide a Community Centre

Service type	Description
Community Engagement	<p>Planning activities undertaken with community members to develop plans that would achieve the TEI outcomes. Examples could include: a child protection, housing, education, health or employment plan or a plan that addresses a number of these.</p> <p>Note: your service has to facilitate the sessions and write the plan to count this as an activity, not just participate in consultations run by other services. Plans should include the change that the community is trying to achieve and how this will be measured, including both short and medium/long term measurement. Each meeting held to discuss a plan would be counted as a session.</p>
Education and Skills Training	Community centre activities that build the knowledge and skills of community members to better meet, interact and/or volunteer. These may include individualised, group based, or other client-centred approaches. Online activities can be recorded where specific workshops or modules are delivered to a group of individual clients.
Information/ Advice/Referral	Provision of standard advice/guidance or information for individuals or families in relation to a specific topic. Referrals include to another service provider or within the organisation. This referral is effective and timely, facilitates client engagement, builds and maintains referral pathways and partnerships, and proactively helps individuals and families to easily access services and determine the way their support is provided.
Social Participation	Provide clients an opportunity to connect with others, such as a community centre, informal location, or online to achieve the TEI outcomes. Examples could include: providing a meeting space or hiring out rooms to functions or forums, parenting groups, youth groups, early childhood education, care or support, maternal and child health services, Aboriginal Elders, Men's and Women's Groups, Aboriginal enterprises; and/or providing access to internet and Wi-Fi; and/or equipment, such as toys, books and car seats. Count each occasion of service as a session. Providers should aim to collect individual client details for each participant/attendee where possible.

11.3 Program Activity 3 – Provide Community Support

Service Type	Description
Advocacy and Support	This could include advocating for, problem solving and being an intermediary for child/ren, young people, families and communities, to help and inspire people to find the support that's right for them.
Business Planning	Initiate or support the development of Aboriginal led enterprises that are in line with the TEI outcomes. Examples could include: a social enterprise run by Aboriginal people which produces and sells Aboriginal art or bush tucker for profit. Count each planning meeting as a session.
Education and Skills Training	Community support that increases community member's knowledge, skills, experience, confidence; wellbeing; social inclusion, participation, or individual capacity. Examples could include: literacy, numeracy, life skills, financial management/budgeting, whether delivered to individuals or in a group. Online activities can be recorded where specific workshops or modules are delivered to a group of individual clients.
Facilitate Employment Pathways	Programs that build the skills of community members, including young people, to provide facilitate pathways to employment. Examples could include: résumé writing workshops, employment skills development and volunteering, whether delivered to individuals or in a group.
Indigenous Advocacy/ Support	This could include advocating for, problem solving and being an intermediary for Aboriginal child/ren, young people, families and communities, to help and inspire people to find the support that's right for them.
Indigenous Healing Workshops	This is any activity which facilitates healing for Aboriginal communities, families or individuals. Examples could include: grief and loss workshops.
Information/ Advice/Referral	Provision of standard advice/guidance or information for individuals or families in relation to a specific topic. Referrals include to another service provider or within the organisation. This referral is effective and timely, facilitates client engagement, builds and maintains referral pathways and partnerships, and proactively helps individuals and families to easily access services and determine the way their support is provided.
Social Participation	Activities that encourage connectedness for community members, which would increase social inclusion and participation. For example mentoring, leadership programs, relationship, social skills, whether delivered one on one or in a group.

11.4 Program Activity 4 – Provide Targeted Support

Service Type	Description
Counselling	Counselling provided by a qualified practitioner such as a Psychologist or Psychotherapist to one or more clients or family members. Techniques, orientations and practices used should be broadly accepted, validated and based on client need.
Education and Skills Training	Targeted support that builds the knowledge and skills of people with known vulnerabilities, e.g. domestic and family violence, mental health needs, drug and/or alcohol needs, and social/economic disadvantage. These may include individualised, group based, or other client-centred approaches. Online activities can be recorded where specific workshops or modules are delivered to a group of individual clients.
Family Capacity Building	Family support activities provided during case management, which involve undertaking activities to implement the case plans of individual clients (child/ren, young person or family). This could include home visiting, support (legal, language or to access TIS), advocacy, counselling; mediation; referrals and skills development to help clients achieve outcomes. It could also include providing education (such as life skills or budgeting) in line with the case plan. It also includes a review with the client of what has been achieved and an exit plan. Services should be able to demonstrate that they use a system for doing case management (including file notes, templates, policies and case management meetings), monitoring and evaluating the effectiveness of the services being delivered to the child/ren and family.
Indigenous supported playgroups	Supported playgroups are an opportunity for Aboriginal parents or parents of Aboriginal children to share experiences of parenting and learn new parenting skills while being supported by workers who coordinate the activities. They also provide children with an opportunity to socialise play and learn in a structured and positive environment as well as participating in age appropriate learning experiences and activities to help them become school ready. Supported playgroups are facilitated by a professional worker with qualifications or experience in early childhood or in working with families with children.
Indigenous social participation	This only includes camps for Aboriginal children, young people and families to experience Aboriginal culture, language or traditions.
Information/ Advice/Referral	Provision of standard advice/guidance or information for individuals or families in relation to a specific topic. Referrals include to another service provider or within the organisation. This referral is effective and timely, facilitates client engagement, builds and maintains referral pathways and partnerships, and proactively helps individuals and families to easily access services and determine the way their support is provided.
Intake/ Assessment	Intake and assessment in a case management setting, which includes providing assessment and case planning to assess the strengths and needs of the child, young person and family, including any risks; plan and coordinate a mix of services to meet the child/ren, young people and family's needs and address risks;

Service Type	Description
Material Aid	Material aid in a case management setting, where funds are used to purchase goods and/or services (including child care) which are in line with the case plan developed for the child/ren, young person and family.
Mentoring/ Peer Support	This includes facilitating self-help/peer support groups for parents experiencing particular issues. An example could include, post-natal depression groups.
Parenting Programs	Programs that provide support specifically targeted at parent/child relationships and/or practical skill building for parents. Parenting programs are usually structured and delivered in a group or one to one setting. Program selection should be driven by local need, client compatibility and cultural safety.
Supported Playgroups	Supported playgroups are an opportunity for parents to share experiences of parenting and learn new parenting skills while being supported by workers who coordinate the activities. They also provide children with an opportunity to socialise play and learn in a structured and positive environment as well as participating in age appropriate learning experiences and activities to help them become school ready. Supported playgroups are facilitated by a professional worker with qualifications or experience in early childhood or in working with families with children.

11.5 Program Activity 5 – Provide Intensive or Specialist Support

Service Type	Example
Counselling	Counselling provided by a qualified practitioner such as a Psychologist or Psychotherapist to one or more clients or family members. Techniques, orientations and practices used should be broadly accepted, validated and based on client need.
Education and Skills Training	Intensive or specialist support that builds the knowledge and skills of people who have high and/or complex needs. These may include individualised, group based, or other client-centred approaches. Online activities can be recorded where specific workshops or modules are delivered to a group of individual clients.
Family Capacity Building	Intensive or specialist services delivered directly to individual families aimed at enhancing parent/child relationships, increasing family connectedness and reducing child distress. Family capacity building services should include additional level of intensity or specialisation than the parenting program/family capacity building service options outlined in 'Program Activity 4: Targeted Support'. For example, services may include a therapeutic component, or a specialist framework intended to meet a specific intensive need.
Information/ Advice/Referral	Provision of standard advice/guidance or information for individuals or families in relation to a specific topic. Referrals include to another service provider or within the organisation. This referral is effective and timely, facilitates client engagement, builds and maintains referral pathways and partnerships, and proactively helps individuals and families to easily access services and determine the way their support is provided.
Specialist Support	Specialist support is delivered by a suitably qualified worker – in some cases this will involve engaging/employing specialist services for a fee to work with the family more intensively, where these services can't be engaged any other way, or in a timely manner. Services may include drug and/or alcohol services, intellectual and or physical disability services, family mediation, domestic violence and sexual assault support services and problem gambling services.