

STEP-BY-STEP GUIDE FOR NEIGHBOURHOOD CENTRES

Completing the TEI Program Logic Template

Step 1: Access the following page from the DCJ website:

<https://www.facs.nsw.gov.au/providers/children-families/early-intervention/TEI-program>

This DCJ website page is a treasure trove of official TEI Program documents, guidelines, examples, resources and tools, webinars and e-modules to help you. It is worth exploring each page by scrolling down as you click on each heading. Note which resources are going to be the most useful as you make your way through the process.

Step 2: Gain access to the Program Logic template

<https://www.facs.nsw.gov.au/download?file=790151>

Save the template to your computer and delete the instructions so you have a blank template to use.

Step 3: Further Instruction on how to fill in the Program Logic Template

E-module: <http://ngolearning.com.au/files/Online-Classroom/TEI/story.html>

This will take you through the template step by step.

Filling in the Program Logic:

- Please have the organisation's **negotiated TEI Program Specifications** with you as they already show the "Stream", the activities, the targets, the TEI Program Outcome all of which you will need to fill in the Program Logic template
- The outcomes framework:
<https://www.facs.nsw.gov.au/download?file=679857> page 13
- If you are a small Neighbourhood Centre, the Sugar Valley Neighbourhood Centre examples on the Program Logic page of the DCJ website are essential reading:
<https://www.facs.nsw.gov.au/providers/children-families/early-intervention/TEI-program/chapters/program-logic>

To Start:

- fill in columns 1, 2, 4, 6 first
- Columns 3 (Evidence) and Column 5 (Theory of Change) can be filled in last

Step 4: Filling in Column 1 (Current Situation)

For specific data on each DCJ District from the ABS and other sources as well as local district priorities go to:

<https://www.facs.nsw.gov.au/providers/children-families/early-intervention/TEI-program/chapters/understanding-need-in-your-local-area>

Step 5: Filling in Column 2 (Activities and Services)

Please have your negotiated **TEI Program Specifications** available as this is laid out here. This should have been given to each provider by their CPO.

It lays out the **Program Activity** 1,2,3 (Community Strengthening) 4,5 (Safety and Wellbeing), then the **Service Type**, then the **Service Description** (activities each provider said they would do).

Step 6: Filling in Column 4 (Outputs)

Think about what outputs can be measured from the services you said you would provide in the specification, what you are currently measuring and what you could conceivably measure considering your capacity and list these for each activity. Be specific about how you are going to do this. Don't list anything you don't have a measuring tool for. These are 'how much' measures.

This is a good place to put in the target you negotiated with the CPO in the service delivery schedule. Make sure you are clear whether these targets are # of people or # of occasions of service – two very different measures.

Step 7: Filling in Column 6 (Outcomes)

This information should also be contained in the negotiate TEI Program Specifications and should be a straight copy and paste for the first 2 parts of the process.

Part 1: Outcomes from the Human Services Outcomes Matrix

Part 2: Outcomes from the TEI Outcomes Framework

Part 3: Outcomes at the service level

Warning: Deciding the service level outcomes is the hardest piece of work and one of the most important as these will determine much of how you fill in the Outcomes Matrix Template and report into DEX.

Things to be taken into consideration when developing service level outcomes include:

- The outcome must be **short term and specific** to your program. Ask yourself how is the individual, group, or community going to be better off because they have engaged in this activity. It maybe they have stronger networks or made a connection, gained some knowledge or better access to a service, have a sense of belonging or giving back to the community. Make it simple and not something that will take a lot of time and input to achieve.
- If it is a one-off activity, what you can achieve will be more limited. They may have gained knowledge, but they will not have learnt a skill or changed their behaviours.
- Is it possible to measure? How? Do you have the capacity?
- Does the measure include pre and post measures or just one measure?
- If the activity is in Program Activity 1 and 2 of Community Strengthening is the outcome observable by you as the practitioner or would it be better if the participant self-reported through a survey?

Step 8: Filling in Columns 3 (Evidence)

Here are some great quotes I have sourced from others such as fams and Tairyn Vergara (Parkes Community Network)

- A place-based approach is effective in focusing on the needs of specific communities, in particular, the most disadvantaged (Moore et al, 2016).
- A place-based approach will improve outcomes because it allows for a different method of service provision that focuses on addressing the specific issues within the community in a method that works best rather than simply following the set programs (Moore et al, 2016).
- (Snijder, 2017) Community development has positive outcomes for children, young people and families including increasing:
 - Parenting skills
 - Self-awareness and confidence
 - Knowledge of community services
 - Re-engagement with employment and education

- It can also be shown to decrease:
 - Injury and suicide rates
 - Low literacy skills
 - Alcohol related hospitalisations
 - Crime rates
- Community engagement allows for meaningful interactions between community services and the communities they preside in, to collaborate and inspire action and learning (Cavaye, 2004).
- 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)
- As Bloomfield et al (2012) notes, “If families are overwhelmed with multiple and complex problems, a referral to another service that provides material aid may not be optional but a necessary priority. Practitioners may need to then follow through and assist the parent to navigate access to other services. It is only when parents are able to meet the survival and safety and security needs of their family that they will be ready to attend any form of parenting intervention”. (ARACY: Better Systems Better Chances p64, 2015)

Step 9: Filling in Column 5 (Theory of Change)

Here are some examples of wording you might use in relation to some of your services.

“The community centre provides a neutral space for all community members to connect to and participate in community life. Centre activities can be preventative as well as provide direct intervention at an early stage.”

“Prevention involves enhancing the strengths, skills, and abilities of individuals, families and the community so they are more resilient and better able to deal future problems.”

“Centre activities such as **example** and social inclusion groups such as can assist in prevention by:

- building informal and formal networks
- identifying families with multiple risk factors and vulnerabilities
- developing a sense of belonging through participation in community events
- ensuring people can access basic resources at an affordable cost”

“Information, referral and advice assists individuals and families by providing information or exploring referral options. The range of requests include **examples**. Referrals to our quality partner services, particularly those services that work with children and parents, ensure these people receive the support they require.”

“However, multiple vulnerabilities may require more individual support.

Advocacy and support provides a more intense level of intervention and deals with specific issues such as **examples**. This provides individuals and families with specific information, referral and targeted advocacy. The service will ultimately strengthen individual and family capacity to reduce crises in their lives and build some skills in resolving their own needs.”

“When vulnerable people feel connected to and supported by their community they experience fewer barriers to meeting their goals resulting in greater self-determination.”

“The referral pathways established through assisting people to navigate the service system also helps build a stronger wrap around support system. This can ultimately lead to stronger social cohesion.”

Conclusion:

Make sure that you have covered the material asked for in the instructions and it tells a **unified and complete narrative** of the problem you are trying to solve and why, the strategies you are using and the evidence that it works, the outputs and outcomes that will shows your clients are better off.

Ask yourself, if you were trying to explain to someone who knows nothing about community strengthening, what you are doing and achieving, would they understand after reading the program logic.