

Targeted Earlier Intervention (TEI) Program Logic Template



A program logic is a tool used to design a program or intervention that intends to improve client outcomes. It explains what a program is, how it works and what outcomes it hopes to achieve. Importantly, program logics provide a framework for all monitoring and evaluation activities. They identify key activities and outcomes to monitor and measure. Program logics should be treated as living documents that are updated as activities and goals change. For help with your program logic see:

- [Developing a program logic e-module](#)
- [Guide to assessing program logics in the TEI Program](#)
- [FAQs about developing a program logic](#)

Once you've completed your program logic, take a look at the [TEI Outcomes Matrix](#). This will help you identify how to measure your client outcomes.

CURRENT SITUATION	ACTIVITIES AND SERVICES	EVIDENCE	OUTPUTS	THEORY OF CHANGE	CLIENT OUTCOMES
<p>Describe the situation of the issue your program seeks to change.</p> <p>Answers to the following questions should be incorporated into your statement:</p> <ol style="list-style-type: none"> 1. Who is your target group? 2. What are the current issues faced by this target group? Please include evidence to support this statement. 3. What are the causes of the current situation? 4. What will happen to the target group if these issues are not addressed? <p>Use evidence to support your argument.</p> <p>Reference your District's local priorities and data profile when completing this section.</p>	<p>Describe the relevant activities and services you're funded to deliver.</p> <p>List the TEI Program Activities and Service Types. Include a service description that outlines the activities you will undertake within each service type.</p> <p>Use the headings below:</p> <p>TEI Program Activity: TEI Service Types: Service Description:</p> <p>Review the program activities and service types identified in the TEI Program Specifications.</p>	<p>Summarise evidence that shows how to address the issues your clients face.</p> <p>Include references for your sources.</p> <p>This evidence can be a combination of research evidence and data, lived experience and client voice, practitioner expertise and local knowledge. See What is Evidence in the TEI program? for more information.</p> <p>Note: As we are on a continuum of maturity with the TEI reform, this column is currently not mandatory.</p> <p>We acknowledge there is limited evidence for some areas along the TEI service continuum and it will take time to build.</p> <p>If you do have evidence you would like to describe please include a summary here or attach more detailed information to the end of the document.</p>	<p>Describe the outputs delivered by your program. Outputs are measures of what you are doing, how much of it and with who. For example:</p> <ol style="list-style-type: none"> 1. How many groups will you run? 2. How many people will attend the groups? 3. What are the demographics of those who attended? <p>Include measure of client satisfaction, e.g. Number of participants satisfied with the service they received.</p>	<p>This column brings together all the elements of your program logic into a clear logical statement. It is a check that together your activities and outcomes make sense and flow on from one another.</p> <p>Clearly explain how each proposed activity will achieve the proposed outcomes. Where relevant, draw on research evidence to develop your theory of change.</p> <p>Note: As we are on a continuum of maturity with the TEI reform, this column is currently not mandatory.</p>	<p>Client outcomes may be changes in knowledge, attitudes, values, skills or behaviours. They could be outcomes for individuals, groups, families or communities.</p> <ol style="list-style-type: none"> 1. Identify the relevant outcome domain/s 2. Identify the relevant TEI program client outcomes that your activities link to (see the TEI Outcomes Framework). 3. Describe the specific outcome(s) you expect your clients to achieve at the end of service delivery. <p>Social and Community</p> <ul style="list-style-type: none"> • Increased participation in community events • Increased sense of belonging to their community <p>Empowerment</p> <ul style="list-style-type: none"> • Increased client reported self-determination <p>Education and Skills</p> <ul style="list-style-type: none"> • Increased school attendance and achievement <p>Economic</p> <ul style="list-style-type: none"> • Sustained participation in employment <p>Safety</p> <ul style="list-style-type: none"> • Reduced risk of entry into the child protection system <p>Health</p> <ul style="list-style-type: none"> • Improved health of children and young people • Improved parental health <p>Home</p> <ul style="list-style-type: none"> • Sustained safe and stable housing

Targeted Earlier Intervention (TEI) Program Logic

Example 1: Community strengthening stream



CURRENT SITUATION	ACTIVITIES AND SERVICES	EVIDENCE	OUTPUTS	THEORY OF CHANGE	CLIENT OUTCOMES
<p>Our district has a high level of unemployment (12.5%, NSW average 6.3%; Census 2016). The unemployment rate for people aged 15-24 is 21% (Census 2016).</p> <p>Historically, the local economy mainly relied on the agricultural and manufacturing industries. However over the last 10 years the jobs in these areas have been shrinking (Census 2016).</p> <p>Education levels are low, only 6% of people had a bachelor degree level or above. This is much less than the NSW average of 23.4% (Census 2016). Compounding this, 25% of households have no access to the internet (Census 2016).</p> <p>Due to the changing local economy and the fact that family and friends do not always have the knowledge or resources to facilitate employment pathways, the unemployment rate is rising amongst young people.</p> <p>If these young people are not supported to find meaningful employment they may experience a sense of disconnection from the community, mental and physical health issues and they will be extremely economically disadvantaged.</p>	<p>TEI Program Activity: Program activity 1: develop community connection</p> <p>TEI Service Type: Community engagement</p> <p>Service Description: Employment fair (yearly event)</p> <p>TEI Program Activity: Program activity 3: provide community support</p> <p>TEI Service Type: Facilitate employment pathways</p> <p>Service Description:</p> <ul style="list-style-type: none"> • resume writing workshops • employment skills development • volunteering/internships • encouraging entrepreneurship workshops <p>TEI Program Activity: Program activity 3: provide community support</p> <p>TEI Service Type: Information, advice, referral</p>	<p>Five core preconditions are necessary for the positive and sustainable engagement of young people in the labour market:</p> <ul style="list-style-type: none"> • stable economic supports • supportive relationships and networks • a capacity to assess new employment opportunities, on both the supply and demand sides of the labour market • provision of supports for the formation of job readiness and employability skills • the opportunity to undertake skill development which is formally recognised and valued by both the labour market and the jobseeker. <p>Reference: Smith Family. (2014). Young people's successful transition to work: what are the pre-conditions?</p>	<p>Number of sessions</p> <p>Number of participants</p> <p>Demographics of participants</p> <p>Number of clients referred to other services</p> <p>Number of clients given the opportunity to volunteer</p> <p>Number of participants who report they are satisfied with the service provided</p> <p>Number of participants who report being treated with respect</p>	<p>An annual Youth Employment Fair will expose young people to the supports available to them as they transition from school to the workforce.</p> <p>Through our workshops young people will be supported to develop resumes to maximise their chances of gaining an interview and ultimately, employment.</p> <p>Young people will have the opportunity to attend information sessions with employers to understand what qualifications are needed and how they can obtain these. For example anyone wanting to work on a construction site will need a White Card.</p> <p>Furthermore, young people will be supported to obtain the right qualifications and volunteer or do an internship to build their local experience. By developing relevant experience and having the necessary qualifications, local young people will be more attractive to employers.</p> <p>Young people will also be educated on their rights as an employee to ensure that they can identify if the minimum wage and appropriate conditions are not being offered.</p> <p>Young people will also be encouraged to develop their entrepreneurial skills through workshops with local business owners.</p> <p>Young people will also be referred to other relevant services such as health, social services where the need is identified.</p> <p>Together these activities will ensure that local young people are in the best position possible to join the local workforce and settle into the community.</p>	<p>Social and Community</p> <p>Increased participation in community events/increased sense of belonging to the community.</p> <ul style="list-style-type: none"> • Increase in formal and informal networks <p>Empowerment</p> <p>Increased client reported self-determination</p> <ul style="list-style-type: none"> • Increased confidence when applying for jobs • Increased confidence when attending interviews <p>Education and Skills</p> <p>Increased school attendance and achievement</p> <ul style="list-style-type: none"> • Increased understanding of how to apply for employment opportunities • Increased ability to apply for employment opportunities <p>Economic</p> <p>Sustained participation in employment</p> <ul style="list-style-type: none"> • Increase in the number of job interviews offered • Increase in number of clients who are employed

Targeted Earlier Intervention (TEI) Program Logic

Example 2: Wellbeing and safety stream



CURRENT SITUATION	ACTIVITIES AND SERVICES	EVIDENCE	OUTPUTS	THEORY OF CHANGE	CLIENT OUTCOMES
<p>There is a large number of families with young children (0-5) in our district. There are 6,350 children between the ages of 0-5 (Census 2016).</p> <p>In this district, 13.3% of children were developmentally vulnerable on two or more AEDC domains. 20% of children in this district were developmentally vulnerable on one or more AEDC domains. The Greenville LGA had the highest proportion with 29% of children developmentally vulnerable on one AEDC domain or more.</p> <p>There are a number of complex reasons why this is happening. One example being that due to the low education levels (15% had not completed Year 12; Census 2016), and high unemployment rates (9%, Census 2016) some parents are excluded from being eligible for the child care subsidy or cannot afford it. Children then miss out on quality early education and are not school ready.</p> <p>Parents are also socially isolated and don't have easy access to informal and formal social networks (18.5% of houses have no internet access, 7.6% have not registered motor vehicle; Census 2016) to discuss their child's behaviour and their own with other parents for insights and reassurance.</p> <p>If these issues are not addressed children may not 'catch up' developmentally and will potentially disengage from school as they grow older.</p>	<p>TEI Program Activity: Program Activity 4: Provide Targeted Support</p> <p>TEI Service Type: Intake/assessment</p> <p>TEI Program Activity: Program Activity 4: Provide Targeted Support</p> <p>TEI Service Type: Supported Playgroup</p> <p>Service Description:</p> <ul style="list-style-type: none"> • free and structured indoor/ outdoor play activities • child health and wellbeing information • information on parenting practices • activities that develop children's social, emotional or cognitive skills • transition to school activities <p>TEI Program Activity: Program Activity 4: Provide Targeted Support</p> <p>TEI Service Type: Information, advice, referral</p>	<p>Supported playgroups aim to:</p> <ul style="list-style-type: none"> • increase carers' knowledge of child development and early childhood learning • provide carers access to information and resources; • create opportunities to identify developmental needs • provide referral to appropriate services (Jackson, 2013). <p>They may also be used as a platform to deliver programs and interventions (Commerford & Robinson, 2016).</p> <p>Supported playgroups have a dual focus on supporting the development and wellbeing of children and their parents (Jackson, 2013) by creating an opportunity for carers to meet and share experiences, and for children to play, learn and socialise (Boddy & Cartmel, 2011; CCCH, 2011; Jackson, 2011, 2013).</p> <p>Reference: Commerford J, Robinson E. (2016) Supported playgroups for parents and children. Melbourne Victoria.</p>	<p>Number of sessions</p> <p>Number of participants</p> <p>Demographics of participants</p> <p>Number of clients referred to other services</p> <p>Number of families who report they are satisfied with the service provided</p> <p>Number of participants who report being treated with respect</p>	<p>Families are assessed and placed in a supported playgroup that meets their needs, i.e. with children of a similar age.</p> <p>Referrals are also made to other relevant services throughout the life of the program.</p> <p>Parents gain knowledge in regards to where their child should be in terms of developmental milestones.</p> <p>Parents are exposed to new strategies for supporting their children to meet developmental milestones through games and activities for the children as well as more formal information sessions.</p> <p>Parents are also given the opportunity to discuss life as a parent of a small child with others. This reassures parents in regards to what is 'normal' and also exposes them to new strategies to address any issues they and their child are facing, e.g. sleeping, eating, talking, playing etc.</p> <p>By the end of the program parents have built an informal social network and have developed confidence in their parenting skills. They know how to support their child to reach developmental milestones and have the knowledge of where to go for assistance if needed.</p> <p>Children are more likely to have age appropriate development by the time they get to school.</p>	<p>Social and Community</p> <p>Increased participation in community events/increased sense of belonging to the community</p> <ul style="list-style-type: none"> • Parents increase informal and formal social networks <p>Empowerment</p> <p>Increased client reported self-determination</p> <ul style="list-style-type: none"> • Increase confidence of parenting <p>Education and Skills</p> <p>Increased school attendance and achievement</p> <ul style="list-style-type: none"> • Increase in age-appropriate development for children

Targeted Earlier Intervention (TEI) Program Logic

Example 3: Sector Development



CURRENT SITUATION	ACTIVITIES AND SERVICES	EVIDENCE	OUTPUTS	THEORY OF CHANGE	CLIENT OUTCOMES
<p>A new TEI program has been established under DCJ. This program mandates that TEI-funded services report client information and outcomes in the Data Exchange.</p> <p>In this new program, service providers are also expected to adopt an evidence-informed approach to their work. This means they should use data and research evidence to design, implement and improve their services and activities.</p> <p>However, many TEI-funded services in the District do not yet have the skills or capacity to adopt this way of working.</p> <p>A recent survey shows that staff of TEI-funded services are not confident in their ability to access and use research evidence (DCJ, 2020). Many do not have the skills to measure outcomes and use the information reported in the Data Exchange to inform their practice. Staff are also time-poor and have limited access to high-quality evidence.</p> <p>If TEI-funded services are not supported to adopt an evidence-informed approach to their work, they risk providing services or delivering them in a manner that is not conducive to achieving positive outcomes for their clients.</p> <p>Further, if TEI-funded services don't measure client outcomes, they're at risk of not being able to demonstrate the impact of their work.</p>	<p>TEI Program Activity: Program activity 1: develop community connection</p> <p>TEI Service Type: Community sector planning</p> <p>Service Description:</p> <ul style="list-style-type: none"> - Adhoc research, outcomes measurement and evaluation support - Conduct evaluations of TEI-funded services - Conduct research to support TEI-funded services <p>TEI Program Activity: Program Activity 1: develop community connection</p> <p>TEI Service type: Community sector coordination</p> <p>Service description:</p> <ul style="list-style-type: none"> - Community of Practice - Facilitate interagency collaboration <p>TEI Program Activity: Program Activity 1: develop community connection</p> <p>TEI Service type: Education and skills training</p> <p>Service description:</p> <ul style="list-style-type: none"> - Workshops with staff of TEI-funded services to measure outcomes <p>Workshops with staff of TEI-funded services to use the Data Exchange to improve service design and delivery</p>	<ul style="list-style-type: none"> • Communities of practice present a promising model for translating knowledge and promoting practice change (Barwick et al. 2009). • Interagency collaboration can enhance participating professionals' skills, knowledge and confidence and can provide a more supportive professional environment (AIFS 2011). • Supporting organisations to 'think evaluatively' (Patton 2004), that is, to understand how they can use data and evidence to improve their service and to see the value of doing so, can have an ongoing impact on service delivery and achieving positive client/community outcomes. • Lack of training and resources can prevent organisations from measuring outcomes (Lynch-Cerullo & Cooney 2011). • Lack of training on how to use data to improve service delivery is an often overlooked challenge that community organisations face (Hendricks et al. 2008). <p>Australian Institute of Family Studies, 2011, Interagency collaboration: Part B. Does collaboration benefit children and families? Exploring the evidence.</p> <p>Barwick, MA, Peters, J & Boydell K, (2009), <i>Getting to Uptake: Do Communities of Practice Support the Implementation of Evidence-based practices?</i>, Journal of the Canadian Academy of Child and Adolescent Psychiatry, vol. 18, no. 1, pp. 16-29.</p> <p>Hendricks, M., Plantz, M., & Pritchard, K. J. (2008), <i>Measuring outcomes of United Way-funded programs: Expectations and reality</i>, in J. G. Carman & K. A. Fredericks (Eds.), Nonprofits and evaluation: New directions for program evaluation, Vol. 119, pp. 13–35. San Francisco, CA: Jossey-Bass.</p> <p>Lynch-Cerullo, K & Cooney, K (2011), Moving from Outputs to Outcomes: A Review of the Evolution of Performance Measurement in the Human Service Nonprofit Sector, <i>Administration in Social Work</i>, vol. 35, no. 4, pp. 364-388</p> <p>Patton, M. (2004). On evaluation use: Evaluative thinking and process use, <i>The Evaluation Exchange</i>, Winter, 4–5.</p>	<p>Number of CoP sessions Number of attendees</p> <p>Number of interagency sessions Number of attendees</p> <p>Number of published research papers (e.g. reports, snapshots) Number of downloads per paper</p> <p>Number of newsletters</p> <p>Number of evaluations completed</p> <p>Number of service providers who received adhoc support</p> <p>Number of DEX training workshops Number of attendees</p> <p>Number of outcome measurement workshops Number of attendees</p>	<p>Producing research reports and snapshots, and communicating key findings via newsletters, will support the TEI sector to access research to use in their day-to-day work.</p> <p>Working with the sector to evaluate the work of TEI-funded service providers will help us understand what works. This will build the evidence-base for TEI and will enable services to learn from these findings and make changes to their own practices and programs.</p> <p>Our Community of Practice will promote the uptake of evidence-informed/based practice. It will provide organisations with a platform to acquire and adopt new knowledge and seek advice and feedback on their practices.</p> <p>Facilitating interagency collaboration will better enable TEI services to come together to problem solve and improve services for our communities. Having these sessions facilitated by us, means we can ensure:</p> <ul style="list-style-type: none"> • decisions made are evidence-informed • we fully understand the evidence needs of the sector and can work to address gaps in knowledge <p>Through our workshops, TEI-funded services will be supported to measure client and community outcomes to better understand the impact of their service. They will also be supported to use their data to improve service delivery.</p>	<p>Education and Skills</p> <p>Increased school attendance and achievement</p> <ul style="list-style-type: none"> • Increased understanding of how to collect and report client information • Increased ability to measure client outcomes <p>-----</p> <p>Our activities will also contribute to service-system outcomes. These outcomes are changes we want to achieve as a sector.</p> <p>Collaborative</p> <p>Clear pathways and enduring partnerships</p> <ul style="list-style-type: none"> • Increased collaboration between TEI funded service providers <p>Evidence-informed</p> <p>Learning from programs, innovative pilots, literature and evaluation to shape future design and practice</p> <ul style="list-style-type: none"> • Increased ability to use research evidence to design and improve programs and practices • Increased ability to use organisational data to design and improve programs and practices <p>Note: service-system outcomes may not be able to be recorded at an individual level</p>