Assessing a program logic





Table of Contents

Introduction	. 3
Additional support and resources	. 3
Program logic assessment process	. 4
Program logic assessment criteria	. 7
Checklist for assessing program logics	. 8
Appendix 1 - examples of graded TEI program logicslogics	12





Introduction

This document is a guide to review program logics developed under the Targeted Earlier Intervention (TEI) Program.

In the TEI program, all service providers must develop a program logic within their first year of service delivery. This requirement is part of their TEI Schedule.

These program logics will be assessed by the Department of Communities and Justice (DCJ). Service providers will receive a grade for their program logic: excellent, meeting, developing. If needed, they will be supported to improve their program logic.

This guide aims to promote best practice and consistency in the TEI Program. It has been designed to ensure program logics developed in the TEI program are high-quality. It outlines the key requirements expected in terms of quality, detail, scope and coherence.

This document will support:

- Department of Communities and Justice (DCJ) District staff to review program logics.
- Service providers to develop or improve their program logic.

This process will help DCJ better understand the activities and services provided to NSW communities. This information will support us to:

- monitor and evaluate the progress of individual service providers
- ensure the services we fund are responding to client needs
- evaluate the TEI program as a whole

Additional support and resources

This document should be viewed in conjunction with:

- <u>TEI Program Logic Template</u> (including 3 completed examples)
- Developing a program logic e-learning module
- <u>TEI Outcomes Framework</u>

If you need any further advice or support you can contact your local district or email: TEI@facs.nsw.gov.au.





Program Logic Assessment Process

We have outlined a process that DCJ Districts may follow to assess program logics.

This process will depend on the needs of the service provider. For example, a service may send early drafts of their program logic to their District to ensure they are on the right track. A District may give feedback without identifying a formal 'grade' for the program logic before it is officially assessed.

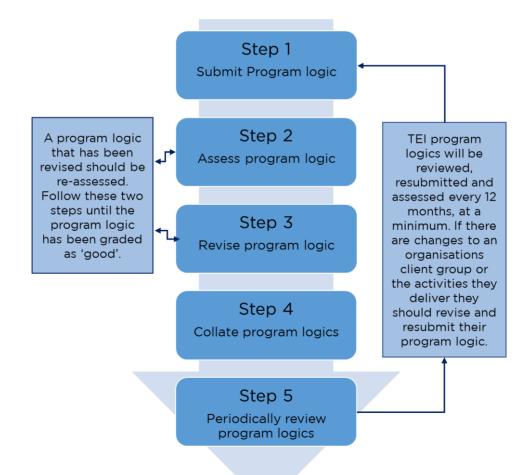
At any stage, service providers may contact their local District to discuss their program logic.

The program logic may be assessed by anyone in the local District. Districts will identify the most appropriate person in their team to do this. Program logics may also be assessed by a staff member in the TEI Implementation team in DCJ Central Office.

Assessment Process

Figure 1 briefly describes the assessment process DCJ will follow. More information about each step is below.

Figure 1. Overview of program logic assessment process







Step 1. Submit program logic

Service provider submits their draft program logic to their local District for review.

Step 2. Assess program logic

The program logic is assessed by DCJ according to the <u>assessment criteria</u> and graded under one of three categories.



The program logic meets all requirements. No changes are required. (Skip to step 4)



The program logic meets most requirements, but some components need development.

It can be returned to the service provider with feedback outlining what changes need to be made and why.



Developing

Key components of the program logic need further development. It will be returned to the service provider with feedback outlining what changes need to be made and why. Service provider receives assistance to amend the program logic.

Step 3. Revise program logic

If a program logic is graded as 'developing', it needs to be revised and resubmitted. DCJ should discuss with the service provider:

- the changes that need to be made and why.
- any support the service provider needs to make these changes and how to access this support.

Districts and services can use their own judgement to determine how much support they need.

The service provider must:

- revise the program logic based on the feedback given.
- resubmit their program logic to the District.



The District will then reassess the program logic (Step 2). Step 2 and Step 3 will be repeated until the program logic is graded as 'good'.

Districts should support services to develop their program logics. This may include:

- providing one-on-one support themselves
- referring the service to the TEI Implementation team for support
- referring the service to a Peak body or a sector development organisation for support

If a program logic is graded as 'good', the service provider can choose to improve the program logic. This will be at the discretion of the service provider and the District staff who assessed the program logic.

Step 4. Collate program logic

District staff will send the final 'good' and 'excellent' program logics to the TEI Implementation team for collation.

We will use the program logics to better understand the activities and services provided in the TEI sector. This information will:

- inform an evaluation of the TEI program and annual reporting
- support us to build the evidence base for the TEI sector

Step 5. Periodically review program logics

All service providers must review their program logics:

- Every twelve months (at a minimum)
- When client/community needs change
- When service delivery changes

When a program logic is revised, Steps 1-5 will be followed to re-assess the program logic.



Program logic assessment criteria

TEI program logics will be assessed using a clear assessment criteria. DCJ will review the overall standard of the program logic and the key components included. Detailed criteria for each key component are in the <u>checklist for assessing program logics</u>. DCJ staff will use this checklist to assess program logics and to provide feedback to service providers.

Overall standards

- The proposed approach fits with the purpose and strategy of the TEI Program.
- The target group and activities align with those of the TEI Program.
- The program logic is clear and comprehensive and the connections between the columns are logical.

Key components

- Current situation: an analysis of client and community needs
- Activities and Services: a list of the program's activities and services
- **Evidence:** a summary of evidence that supports the program's activities and services
- Outputs: a list of the program's outputs
- **Theory of change:** A statement that describes why you expect certain outcomes to be achieved through your program
- Client outcomes: a list of the client outcomes the program expects to achieve

Please note: the 'evidence' and 'theory of change' columns are not mandatory within the first year of the TEI program. If a service wants to complete these columns they can and they should be assessed according to the criteria below. If a service does not want to complete this column, they can leave it blank. A program logic that does not include these columns cannot be assessed as 'excellent'.

Examples of assessed program logics

<u>Appendix 1</u> includes examples of program logics assessed as 'excellent', 'good' and 'developing'. These examples include possible feedback and should be used as a guide for DCJ staff to assess program logics.

For examples of real 'excellent' program logics see:

- Birrang Enterprise Development Co Ltd
- Orange City Council
- San Remo LINKS Youth Support Service
- Sugarvalley Neighbourhood Centre Program Logic



Checklist for assessing program logics

Service provider:	Date://			
Name of assessor:		District:		
Final grade	Excellent	Good	Developing	
Overall standards	Excellent	Good	Developing	
The proposed approach fits with the purpose and strategy of the TEI Program.				
The target group and activities align with the TEI Program.				
The program logic is clear, comprehensive and the connections between the columns are logical.				
DCJ Comments:				
Key Component: Current situation				
 Clearly identifies the problem the program is trying Identifies the target group including: size 	Excellent			
 location key characteristics Identifies target group needs and common risk fact 	Good			
 Describes the cause of the problem Describes what will happen if the situation is not ac Uses a mix of evidence to support their argument (priorities and data profiles, local knowledge) 	Developing			

DCJ Comments:

Clearly lists the relevant TEI program activities and service types (as per the TEI program specifications) Includes a description for service types where necessary. The description is clear and easy to understand. The activities and services are relevant to the problem/current situation If the target group is Aboriginal children, young people, families and/or communities: information is provided about community involvement in program design. This information can be in document attached to the program logic.

DCJ Comments:

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This column is not currently mandatory for the TEI program. If a service wants to complete this column they can and it should be assessed according to the criteria below. If a service does not want to complete this column, they can leave it blank.

- Clearly summarises evidence that shows how to address the issues the target group face.
- The evidence is relevant to the target group, activities and proposed outcomes.
- 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.
- Research evidence used is high-quality (e.g. meta-analysis, systematic review, randomized-control trials)
- If lower quality research evidence is used (e.g. pre- and post-studies, qualitative research), the limitations are noted.
- Where research evidence is limited or unavailable, this is noted and other types of evidence are included (e.g. lived experience, client voice, local knowledge)
- If an evidence-based program is being implemented, information about the success of this program with the target group is included.
- If an evidence-based program is being adapted, a rational for the adaptation is included.
- References to source material are included were relevant
- If the target group is Aboriginal children, young people, families and/or communities: information is provided about community involvement in ensuring the proposed activities are suitable for the target population.

Excellent
Good □
Developing

DCJ Comments:

Key Component: Outputs Describes the specific, tangible outputs delivered by the program. **Excellent** Provides the following information, at a minimum: Number of groups/sessions/events Number of clients/attendees per year/session Good Demographics of clients Includes measures of client satisfaction, for example: Number of participants satisfied with the service they received Number of participants who report they were treated with respect Note: services can choose to include real numbers in this column (e.g. 10 clients per session) or they can merely list the output (e.g. Number of clients per session). The information provided will depend on how prescriptive the service and contract **Developing** manager want to be. Please note, if real numbers are included in the program logic, П service providers will not be held to these numbers, the contract itself will be used to measure performance against service levels. DCJ understands that service provision and client numbers can change over time for a myriad of reasons, and while changes

DCJ Comments:

date information.

Key Component: Theory of change

This column is not currently mandatory for the TEI program. If a service wants to complete this column they can and it should be assessed according to the criteria below. If a service does not want to complete this column, they can leave it blank.

• Clearly explains how each proposed activity will achieve the proposed outcomes.

will be reflected in the contract, the Program Logic may not always have the most up to

- Demonstrates a logical link between the target group's needs, the proposed activities, evidence and the outcomes.
- Ties the program logic together in a succinct statement.
- Uses evidence where possible to support their argument.

Excellent
Good
Dovoloning
Developing
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DCJ Comments:

Key Component: Client outcomes • Identifies the relevant outcome domains from the NSW Human Services Outcomes Excellent Framework. • Identifies the relevant TEI program client outcomes. • Clearly describes the specific outcomes clients are expected to achieve at the end of service delivery. • Outcomes are client focused, i.e. changes in client behavior, skills, knowledge, Good attitudes, or values. • Client outcomes can be attributed to the proposed activities and services. There are no 'floating outcomes' that cannot be attributed to the program activities. • Client outcomes are realistic and can be practically achieved. We can realistically expect to see a change in the outcome because of the activities being conducted. **Developing** Consider the intensity and length of service delivery.

DCJ Comments:

Client outcomes can be measured.

Appendix 1 – Examples of graded TEI program logics

Example 1: Community strengthening stream – Employment program

Current situation	Activities and services	Evidence	Outputs	Theory of change	Client outcomes
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). 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). 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). 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. 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.	TEI Program Activity: Program activity 1: develop community connection TEI Service Type: Community engagement Service Description: Employment fair (yearly event) TEI Program Activity: Program activity 3: provide community support TEI Service Type: Facilitate employment pathways Service Description: • resume writing workshops • employment skills development • volunteering/internships • encouraging entrepreneurship workshops TEI Program Activity: Program activity 3: provide community support TEI Service Type: Information, advice, referral	Five core preconditions are necessary for the positive and sustainable engagement of young people in the labour market: • 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. Reference: Smith Family. (2014). Young people's successful transition to work: what are the pre-conditions?	Number of sessions Number of participants Demographics of participants Number of clients referred to other services Number of clients given the opportunity to volunteer Number of participants who report they are satisfied with the service provided Number of participants who report being treated with respect	An annual Youth Employment Fair will expose young people to the supports available as they transition from school to the workforce. Through our workshops young people will be supported to develop resumes to maximise their chances of gaining an interview and ultimately, employment. 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. Young people will be supported to obtain the right qualifications and volunteer or do an internship to build their experience. By developing relevant experience and having the necessary qualifications, young people will be more attractive to employers. Young people will also be educated on their rights as an employee to ensure they can identify if the minimum wage and appropriate conditions are being offered. Young people will be encouraged to develop their entrepreneurial skills through workshops with local business owners. Young people will be referred to other relevant services such as health, social services when needed. Together these activities will ensure that young people are in the best position possible to join the local workforce and settle into the community.	Increased participation in community events/increased sense of belonging to the community. Increase in formal and informal networks Empowerment Increased client reported selfdetermination Increased confidence when applying for jobs Increased confidence when attending interviews Education and Skills Increased school attendance and achievement Increased understanding of how to apply for employment opportunities Increased ability to apply for employment opportunities Increased in the number of job interviews offered Increase in number of clients who are employed
Example Feedback					
The issue has been clearly described. Data is used to demonstrate the extent of the issue and sources are provided. The cause of the issue is described.	All relevant activities are listed. Correct program activities and service types have been identified.	Evidence is clearly summarised on how to address the issue. Sources are provided.	All outputs are listed, including measure of client satisfaction.	Detail around how each activity will initiate change is outlined. A clear link between the problem, the activities, and the proposed outcomes is demonstrated.	Client Outcomes are clearly mapped against both TEI outcomes and HSOF. Client outcomes are relevant to the activities being conducted, measureable and achievable.

Grade: Good

Grade: Excellent

Example 1: Community strengthening stream – Employment program

Current situation	Activities and services	Evidence	Outputs	Theory of change	Client outcomes
Our district has a high level of unemployment (12.5%, NSW average 6.3%). The unemployment rate for people aged 15-24 is 21%. 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%. Compounding this, 25% of households have no access to the internet. The unemployment rate is rising amongst young people. 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.	TEI Program Activity: Program activity 1: develop community connection TEI Service Type: Community engagement Service Description: Employment fair (yearly event) TEI Program Activity: Program activity 3: provide community support TEI Service Type: Facilitate employment pathways Service Description: • resume writing workshops • employment skills development • volunteering/internships • encouraging entrepreneurship workshops	Five core preconditions are necessary for the positive and sustainable engagement of young people in the labour market: • 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. Reference: Smith Family. (2014). Young people's successful transition to work: what are the pre-conditions?	Number of sessions Number of participants Demographics of participants Number of clients given the opportunity to volunteer	Through our workshops young people will be supported to develop resumes to maximise their chances of gaining an interview and ultimately, employment. 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. 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. 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. Young people will also be encouraged to develop their entrepreneurial skills through workshops with local business owners. 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.	Increased client reported self-determination Increased confidence when applying for jobs Increased confidence when attending interviews Education and Skills Increased school attendance and achievement Increased understanding of how to apply for employment opportunities Increased ability to apply for employment opportunities Increased ability to apply for employment opportunities Economic Sustained participation in employment Increase in the number of job interviews offered Increase in number of clients who are employed
Example Feedback					
Needs to include sources for data. Try to add some information about the cause of these issues.	Are there other relevant activities that will lead to the best possible outcomes for clients? Review the evidence to gain a better understanding of what works. E.g. you might need to refer clients to health and social services if needed.	Evidence is clearly summarised on how to address the issue. Sources are provided.	Need to include measures of client satisfaction.	Need to discuss the youth fair. How will this contribute to the expected outcomes?	Not all outcomes have been identified. What outcomes will the employment fair lead to?

Grade: Developing

Current situation	Activities and services	Evidence	Outputs	Theory of change	Client outcomes
High level of unemployment and low education levels with the unemployment rate rising amongst young people. If these young people are not supported to find meaningful employment they may become disconnected from their community, experience mental and physical health issues and will be economically disadvantaged.	 resume writing workshops employment skills development volunteering/internships encouraging entrepreneurship workshops 		Number of sessions Number of participants	Young people will be supported to develop resumes to maximise their chances of gaining an interview and ultimately, employment. Young people will also be referred to other relevant services such as health, social services where the need is identified.	All people in NSW are able to contribute to and benefit from the economy % of people who found employment % of people who undertook volunteering or an internship
Example Feedback					
Needs to use evidence and data to support this argument. Needs more information about the target group — define young people, identify the location. Needs to describe the cause of this issue.	Needs to include the TEI program activity and service type. Must consider other relevant activities. E.g. Information and referral for to health and social services when needed	There is evidence to support the proposed activities. The service should try to include a short summary of this evidence. However, they can also leave this blank if they choose.	Client satisfaction is an important output. Consider how you will measure that, and add it to this list. Try to include some information about the demographics of the proposed target group. You should breakdown your outputs to address the proposed activities. For example: number of clients who volunteered.	The theory of change does not clearly link the client's needs, activities and outcomes. Referrals are not mentioned as an activity. The theory of change needs to address all activities listed, and describe how they will achieve the expected outcomes.	Needs to identify the relevant domains from the NSW Human Services Outcomes Framework. Needs to identify the relevant TEI program client outcomes. Not all outcomes are realistic or achievable for this program. E.g. the % of people who found employment is not a realistic outcome based on the activities listed. You need to list the outcomes that you expect your clients to achieve at the end of service delivery. For example: increased confidence in applying for work, increased understanding of how to apply for work. Not all outcomes listed above are client outcomes. Some of them indicators that we use to measure outcomes. Some are actually outputs. Think about the changes you want to see in your clients behaviours, attitudes, skills etc.

Example 2: Wellbeing and safety stream – Supported Playgroup

Current situation	Activities and services	Evidence	Outputs	Theory of change	Client outcomes
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). 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. There are a number of complex reasons why this is happening. For example: 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. 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. If these issues are not addressed children may not 'catch up' developmentally and will potentially disengage from school as they grow older.	TEI Program Activity: Program Activity 4: Provide Targeted Support TEI Service Type: Intake/assessment TEI Program Activity: Program Activity 4: Provide Targeted Support TEI Service Type: Supported Playgroup Service Description: • 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 TEI Program Activity: Program Activity 4: Provide Targeted Support TEI Service Type: Information, advice, referral	 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). They may also be used as a platform to deliver programs and interventions (Commerford & Robinson, 2016). 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). Reference: Commerford J, Robinson E. (2016) Supported playgroups for parents and children. Melbourne Victoria. 	Number of sessions Number of participants Demographics of participants Number of clients referred to other services Number of families who report they are satisfied with the service provided Number of participants who report being treated with respect	Families are assessed and placed in a supported playgroup that meets their needs, i.e. with children of a similar age. Referrals are also made to other relevant services throughout the life of the program. Parents gain knowledge in regards to where their child should be in terms of developmental milestones. 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. 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. 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. Children are more likely to have age appropriate development by the time they get to school.	Increased participation in community events/increased sense of belonging to the community • Parents increase informal and formal social networks Empowerment Increased client reported self-determination • Increase confidence of parenting Education and Skills Increased school attendance and achievement • Increase in age-appropriate development for children
The issue has been clearly described. Data is used to demonstrate the extent of the issue and sources are provided. Possible reasons for the problem/issue are described that reiterate why this issue needs to be addressed.	All relevant activities are listed. Correct program activities and service types have been identified.	Evidence is clearly summarised on the purpose of supported playgroups and how they can address the issue.	All outputs are listed, including measures of client satisfaction.	Detail around how each activity will initiate change is outlined. A clear link between the problem, the activities, and the proposed outcomes is demonstrated.	Client Outcomes are clearly mapped against both TEI outcomes and HSOF. Client outcomes are relevant to the activities being conducted, measureable and achievable.

Grade: Good

Grade: Excellent

Example 2: Wellbeing and safety stream – Supported Playgroup

Current situation	Activities and services	Evidence	Outputs	Theory of change	Client outcomes
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). 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. 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. If these issues are not addressed children may not 'catch up' developmentally and will potentially disengage from school as they grow older.	TEI Program Activity: Program Activity 4: Provide Targeted Support TEI Service Type: Intake/assessment TEI Program Activity: Program Activity 4: Provide Targeted Support TEI Service Type: Supported Playgroup Service Description: • 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	 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 They may also be used as a platform to deliver programs and interventions. Supported playgroups have a dual focus on supporting the development and wellbeing of children and their parents by creating an opportunity for carers to meet and share experiences, and for children to play, learn and socialise. 	Number of sessions Number of participants Demographics of participants Number of clients referred to other services Number of families who report they are satisfied with the service provided Number of participants who report being treated with respect	Families are assessed and placed in a supported playgroup that meets their needs, i.e. with children of a similar age. Supported playgroups enable parents to build informal social networks and develop confidence in their parenting skills. Children are more likely to have age appropriate development by the time they get to school.	Increased participation in community events/increased sense of belonging to the community Parents increase informal and formal social networks Empowerment Increased client reported self-determination Increase confidence of parenting Education and Skills Increased school attendance and achievement Increase in age-appropriate development for children
Example feedback		1	1		
Could be improved by describing the cause of the issue/problem.	Ensure all possible activities are considered. Refer to the evidence for additional activities that are necessary to achieve positive outcomes (e.g. referrals).	The evidence identifies that referral is an important function of supported playgroups but this has not been identified as an activity. Need to include sources for this information.	All outputs are listed, including measure of client satisfaction.	Need to clearly link the outcomes you expect to achieve with the proposed activities. How will the supported playgroup build inform networks and increase confidence?	Client Outcomes are clearly mapped against both TEI outcomes and HSOF. Client outcomes are relevant to the activities being conducted, measureable and achievable.

Example 2: Wellbeing and safety stream – Supported Playgroup

Example 2: Wellbeing and safety stream – Supported Playgroup Grade			Grade: Developing		
Current situation	Activities and services	Evidence	Outputs	Theory of change	Client outcomes
There is a large number of families with young children in our district. A high proportion of children in the district are developmentally vulnerable. Children are not accessing quality early education and are not school ready. Parents are also socially isolated and don't have easy access to informal and formal social networks to discuss their child's behaviour and their own with other parents for insights and reassurance.	 Supported Playgroup 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 	Supported playgroups aim to: • 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	Number of sessions Number of children Number of parents/carers	Parents can build an informal social network. Parents will be more confident in their skills. Children are more likely to be 'school-ready'.	Increased participation in community events/increased sense of belonging to the community Increased client reported self-determination Increased school attendance and achievement
Example feedback					
Need more information about the target group — define young children. Need evidence and data to support your argument and demonstrate the extent of the issue. Need to describe what will happen if the situation is not addressed.	Only one activity has been outlined. This activity alone would not be adequate in dealing with the significant issue. Consider intake and assessment, and referrals as additional activities. When you add to your list of activities, don't forget to revise the rest of your program logic. Need to identify the relevant TEI program activities and service types.	Some evidence has been provided, however more evidence detailing how to address the 'current situation' is needed. The evidence identifies that referral is an important function of supported playgroups but this has not been identified as an activity. Need to include references for this information.	Client satisfaction is an important output. Consider how you will measure that, and add it to this list. Try to include some information about the demographics of the proposed target group.	The theory of change does not clearly link the problem, with the proposed activities, evidence and outcomes. For example, parents being socially isolated was identified as an issue. You need to explain how a supported playgroup can reduce this isolation. Need to provide more information about how a supported playgroup will support children to be 'school-ready'.	Need to identify the relevant domains of the NSW Human Services Outcomes Framework Needs to identify specific outcomes relevant to the activities being conducted. E.g. Increase confidence in parenting.