**About this User Guide**

This User Guide assists service providers to complete the Targeted Earlier Intervention (TEI) Activity Mapping Template.

The purpose of the mapping template is to record how existing service delivery maps across to the TEI service options and flexible activities. It will also document any changes services choose to make to service delivery.

This mapping process is required before you commence using the Data Exchange (DEX).

**Why is this useful?**

Completion of this mapping exercise will help prepare TEI service providers to start collecting data using the Data Exchange (DEX). DEX has been set up to collect data against the TEI Service Options and Flexible Activities, not the service activity descriptions in the current funded programs for Community Builders, Families NSW, Aboriginal Child, Youth & Family Strategy, Child Youth and Family Support, and Getting It Together.

This record will also be useful at the end of the reporting period to explain the reasons for any deviation between contracted service activities and actual service delivery.

**Which organisations should use the mapping template?**

Use the TEI Activity Mapping template if your organisation has chosen to align with TEI in one of the following ways:

|  |  |
| --- | --- |
| ⬜ | Align with TEI Outcomes Framework **AND** chosen to review some activities |
| ⬜ | Align with TEI Outcomes Framework **AND** no change to service delivery |

Organisations that have chosen not to align with TEI, will continue with business as usual reporting and do not need to complete this template.

**Who will fill in the template?**

This mapping exercise is intended to be a provider-led process, therefore service providers are encouraged to fill in this template, with support from your local FACS Commissioning Planning team as needed.

If your organisation is looking to make changes to service delivery, please have an early conversation with your local Commissioning and Planning team, to check that the changes align with District priorities. Any changes to service delivery must be agreed by your FACS District.

**Before you start**

Ensure you have copies of:

* The TEI Activity Mapping Template.
* Your existing contracting documents, including your Program Level Agreement (PLA) and/or the Service Delivery Schedule (SDS) for the programs you have chosen to map across to TEI. If you cannot locate these documents, contact your local FACS Commissioning and Planning team for a copy. Programs eligible for the mapping process include:
  + Community Builders
  + Families NSW
  + Aboriginal Child Youth and Family Strategy
  + Child Youth and Family Support
  + Getting It Together

**Service Provider Details**

|  |  |
| --- | --- |
| Service provider name | *Insert your service provider name here* |
| Program Level Agreement (PLA) ID | *Insert your PLA ID here.*  *PLA ID can be obtained from the FACS portal.*  ***UPDATE: please complete a separate mapping template for each PLA.***  *Your PLA and SDS will not change as a result of completing the mapping template. Existing contracts remain in place until 30 June 2020.* |
| Operating Name | *As above* |
| Existing Program | *List the relevant FACS funding program here.* |
| Date agreed | *After the service provider fills in the mapping template, the FACS Commissioning and Planning Officer will review the details, particularly if changes to existing service delivery are proposed.*  *The date that FACS and the service provider agree on the details of the template should be included here.* |

**Activity Details**

The following instructions apply to all Service Options (Service Option 1 shown below as an example):

* Delete tables for Service Options that will not be delivered by your service.
* Insert rows to relevant Service Option tables if additional activities are needed.
* Multiple activities can be included in one row, if the information in all the preceding columns is the same.
* Changes to service delivery (e.g. location, clients, activities) will need to be reviewed by the FACS Commissioning and Planning team to confirm alignment with District priorities. Note: only answer ‘Yes’ for changes to activities, if there is a change to the actual services delivered. Do not answer yes if only the name of the activity has changed.

See Attachment 4 for examples of completed activity mapping for each Service Option.

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| --- | --- | --- | --- | --- |
| **Service Option 1** | | | | |
| **New**  **Activity**  **(Yes/No)** | **Location**  **(LGA)** | **Clients** | | **Flexible Activity**  **(DEX Service Type)** |
| **Target Population/TEI Priority Group/s** | **District Priority Group or Current Client Group**  [optional] |
| *Insert ‘Yes’ if there are changes to 1 or more of the following:*   * *Location* * *Clients* * *Activity* | *Insert the location/s (LGA) of your service outlet/s here.* | *Insert Target Population/TEI Priority Group/s here –* ***see attachment 1*** *for pick list.* | *Insert Group/s if this flexible activity will focus on a more specific group of people than identified in the Target Group column –* ***see******attachment 2*** *for pick list.* | *Insert TEI Flexible Activity (DEX Service Type) here –* ***see******attachment 3*** *for steps to decide which activities best fit your service delivery.* |

**Attachment 1 – Target Population and TEI Priority Group/s**

The target population for the Targeted Earlier Intervention Program is:

***vulnerable children, young people, families and their communities, within NSW***

Within the target population, the TEI priority groups are:

• Younger parents (under 20 years)

• Children aged 0-3

• Aboriginal children, young people, families and communities

Pick from the list (shown below) to indicate whether the outcomes of each flexible activity relate to the entire target population, to components of the target population, or to TEI priority groups (i.e. 0-3 year olds, younger parents, or Aboriginal Children, Young People, Families and Communities).

Insert group/s into the Activity Details table/s.

|  |  |
| --- | --- |
| Aboriginal Children | Children |
| Aboriginal Children 0-3 | Children 0-3\* |
| Aboriginal Young people | Young people |
| Aboriginal Younger Parents – under 20 | Younger parents – under 20 |
| Aboriginal Families | Families |
| Aboriginal Communities | Communities |
| Aboriginal CYP, Families & Communities | CYP, Families & Communities |
| Aboriginal TEI Service Providers | TEI Service Providers |

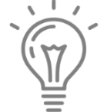
*CYP = Children and Young People*

***Question:*** *when would I select “Children 0-3” as the Target Group?*

***Answer:*** *if the flexible activity is specifically targeted to 0-3 year olds, select this as the Target Group. If it applies to children outside the 0-3 age group, choose “Children”.*

***Question:*** *I’m delivering a parenting program to parents, but the intended outcome is to improve the safety of children, who is the client in this case?*

***Answer:*** *if the outcome relates to the safety of children, then select “Children” as the client.*

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**Attachment 2 – District Priority Group or Current Client Group [Optional]**

Use this column, if you wish to further define the client group/s to which your activities will be available. This column captures the following information, which will vary depending on whether the activity is new or existing:

* New activities – groups chosen will align with District priorities, this will be agreed with the local Commissioning and Planning team.
* Existing activities – groups chosen will not necessarily reflect District priorities, however you may still wish to identify whether activities are focused on specific client groups.

Your service may not need to breakdown the client group any further than your selection in the “Target Population/TEI Priority Group” column. In this case, leave this column blank.

Where available, insert the listed abbreviations into the Activity Details table/s.

This list of groups is based on key issues identified by Districts and service providers during the local planning process. If you’re unsure which groups apply, contact your local Commissioning and Planning team.

|  |  |
| --- | --- |
| **Optional (choose as many as apply)** | |
| Victims/survivors of Domestic and/or Family Violence [DFV] | Families where mental health issues are present [Mental Health] |
| Young people - as carers [YP carers] | Families where a parent/child are living with a disability [Disability] |
| Young people – exiting OOHC [YP OOHC] | Families in conflict |
| Refugees/migrants | Isolated people/communities [Isolation] |
| Parents | CALD communities |
| Single parents | CALD individuals |
| Families in social housing [Social Housing] | Grandparents as carers [Grandparents] |
| Families where alcohol or substance misuse is an issue [D&A] | Families living in socio-economically disadvantaged areas [Disadvantaged Areas] |
| Other (describe) |  |

**Attachment 3 – How to choose Flexible Activities (or DEX Service Types)**

In order to choose which TEI Flexible Activities (or DEX Service Types) best fit your service delivery, you can simply read through the descriptions provided in the Program Activity Guidance in **Table 3.2**, below.

If you’re stuck about where to start, we’ve had a go at linking up the activities under the current programs to the TEI Service Options, in **Table 3.1**. This resource is not meant to be restrictive,it is to help guide you to where your activities are likely to sit in the TEI program. If you find that the description of an activity under a different Service Option suits your activity better, then use your judgement to make a selection that best fits.

**3.1 Service Option Mapping Guidance Table:**

|  |  |  |  |
| --- | --- | --- | --- |
| Current Program | Current SAD | TEI Program Stream | TEI Service Option/s examples |
| Community Builders | Community Capacity Building | Community Strengthening | Service Option 1 – Community Connection  Service Option 3 – Community Support |
| Community Skills Development | Community Strengthening | Service Option 3 – Community Support |
| Community Sector Development | Community Strengthening | Service Option 1 – Community Connection |
| Community Hub | Community Strengthening | Service Option 2 – Community Centres |
| Families NSW/  Aboriginal Child Youth & Family Strategy | Community Capacity Building | Community Strengthening | Service Option 1 – Community Connection  Service Option 2 – Community Centres  Service Option 3 – Community Support |
| Partnerships and Networks | Community Strengthening | Service Option 1 – Community Connection |
| Supported Playgroup | Wellbeing and Safety | Service Option 4 – Targeted Support |
| Parenting Program | Wellbeing and Safety | Service Option 4 – Targeted Support |
| Family Worker | Wellbeing and Safety | Service Option 4 – Targeted Support |
| Child Youth and Family Support | Child and Family Support | Wellbeing and Safety | Service Option 4 – Targeted Support  Service Option 5 – Intensive or Specialist |
| Youth and Family Support | Wellbeing and Safety | Service Option 4 – Targeted Support  Service Option 5 – Intensive or Specialist |
| Getting It Together | Case Management | Wellbeing and Safety | Service Option 4 – Targeted Support  Service Option 5 – Intensive or Specialist |
| Brokerage | Wellbeing and Safety | Service Option 4 – Targeted Support |

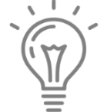
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**3.2 DEX Program Activity Guidance Tables:**

Descriptions for each TEI Flexible Activity have been developed to support the introduction of DEX. These descriptions (see tables below) have been extracted from [*Appendix B, Program Activity Guidance for the Data Exchange (State Agencies).*](https://dex.dss.gov.au/data-exchange-protocols/)Please click on this link for the most up to date version ofAppendix B, as it will continue to be updated over time.

Note that the Data Exchange and FACS use different language to describe the different levels of service delivery. Please see terminology translation below:

|  |  |
| --- | --- |
| **Data Exchange terminology** | **FACS terminology** |
| Program Activity | Service Option |
| Service Type | Flexible Activity |

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***Question:*** *the activity I provide is not specifically mentioned in the descriptions below, does that mean my activity doesn’t fit in the new program?*

***Answer:*** *the descriptions provided below are not intended to be exhaustive, they provide a high level picture of the activities only. Use your judgement to select the TEI Flexible Activity (also known as DEX Service Type) that best describes your service delivery. Talk to your local Commissioning and Planning Officer if you are still unsure. Also, please provide feedback to* [*TEIreform@facs.nsw.gov.au*](mailto:TEIreform@facs.nsw.gov.au) *if you are really concerned about whether your activity is excluded. As part of the test and learn approach to the TEI reform, feedback provided will be used to improve TEI systems, processes and resources.*

**Service option 1 - Community Connection**

Community Connection activities focus on:

* building social capital and local networks (including local and central governance)
* increasing social inclusion and sense of belonging to different communities
* promoting tolerance and understanding of diversity to increase social cohesion and solidarity in the community
* other activities and innovations that develop community connections

|  |  |
| --- | --- |
| **Service Type**  **(TEI Flexible Activity)** | **Description** |
| **Community Sector Planning** | Planning activities undertaken to assist **organisations and community networks** to plan, co‑ordinate and support their communities to achieve the TEI outcomes. Sector staff attending planning activities should be recorded as a client for relevant sessions. |
| **Community Sector Coordination** | Coordinate activities that assist **community organisations** who support their communities to achieve TEI outcomes, to collaborate/participate in local/regional consultation processes that contribute to planning, social policy, service delivery and evaluation of community strengthening programs (coordination involves, chairing, secretariat, venue etc.). Some examples include coordinating interagencies, backbone support to collective impact work, interdisciplinary place based projects. Sector staff attending planning activities should be recorded as a client for relevant sessions. |
| **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. |
| **Education and Skills Training** | Co-ordinate and deliver professional learning and skills development opportunities for **community organisations** to support their communities to achieve TEI outcomes.  Note: the client for this service type is staff from the TEI community sector. Sector staff attending planning activities should be recorded as a client for relevant sessions. |
| **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. |
| **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. |
| **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 Option 2 – Community Centres**

Community Centre activities focus on:

* providing a place for people to meet, interact and volunteer
* provide a soft-entry point with supported referrals for people who need more targeted or intensive support

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| --- | --- |
| **Service Type**  **(TEI Flexible Activity)** | **Description** |
| **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. |
| **Community Engagement** | 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.  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. |

**Service Option 3 – Community Support**

Community Support activities focus on:

* providing programs to increase knowledge, skills, experience, confidence and wellbeing
* providing programs to increase social inclusion, participation, and individual capacity

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| --- | --- |
| **Service Type**  **(TEI Flexible Activity)** | **Description** |
| **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. |
| **Education and Skills training** | Programs that build the skills of community members, including young people, to provide learning/education  (Examples could include: literacy, numeracy, life skills, financial management/budgeting) whether delivered one on one or in a group |
| **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 one on one or in a group |
| **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. |
| **Indigenous Healing Workshops** | This is any activity which facilitates healing for Aboriginal communities, families or individuals. Examples could include: grief and loss workshops. |
| **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. |
| **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. |
| **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. |

**Service Option 4 – Targeted Support**

Targeted Support activities focus on:

* meeting the needs of people with known vulnerabilities, such as domestic and family violence, mental health needs, drug and/or alcohol needs, and social / economic disadvantage
* increasing the wellbeing and safety of children, young people and families

|  |  |
| --- | --- |
| **Service Type**  **(TEI Flexible Activity)** | **Description** |
| **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. |
| **Counselling** | Providing counselling by qualified professionals to child/ren, young people, carers and families as individuals, as a group or one on one to multiple family members, who have been assessed as needing counselling. |
| **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** | Providing parents with effective activities, information and coaching to assist them to build positive parenting skills. |
| **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; |
| **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. |
| **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. |
| **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. |
| **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. |

**Service Option 5 – Intensive or Specialist Support**

Intensive or specialist support activities focus on:

* providing intensive or specialist support
* meeting the needs of people with high and/or complex needs

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| --- | --- |
| **Service Type**  **(TEI Flexible Activity)** | **Example** |
| **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. |
| **Counselling** | This type of intervention is designed to work with families in crisis. It could be delivered by a qualified psychologist, psychiatrist or social worker. The casework delivered needs to be evidence informed and be part of a case plan for the child/ren, young person or family. |
| **Family Capacity Building** | Intensive or specialist parenting services, which could include providing an evidence informed parenting program, **one on one** with a family that is designed to help parents improve their relationship with their child, develop parents' skills in responding to children's needs and appropriately addressing challenging behaviours and emotional problems. |
| **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, sexual assault support services and problem gambling services. |

**Attachment 4 – Activity Mapping examples**

**Scenario 1:**

The TEI servicefocusses on sector development, including coordinating and facilitating the local interagency group, and delivering skills workshops to TEI organisations.Services from across the South Western Sydney District attend the interagency group and the skills workshops. The interagency group is held in Campbelltown, the skills workshops are held in Campbelltown, Liverpool and Fairfield

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| --- | --- | --- | --- | --- |
| **Service Option 1** | | | | |
| **New**  **Activity**  **(Yes/No)** | **Location**  **(LGA)** | **Clients** | | **Flexible Activity** |
| **Target Population/TEI Priority Group/s** | **District Priority Group or Current Client Group**  [optional] |
| No | City of Campbelltown | TEI Service Providers | N/a | Community Sector Coordination |
| No | City of Campbelltown, City of Liverpool, City of Fairfield | TEI Service Providers | N/a | Education and Skills Training |

**Scenario 2:**

The TEI service is a neighbourhood centre and provides information, advice and referral to local community members, as well as providing a meeting space for the community to connect. The service plans to expand service delivery to also include life skills programs for young people, particularly targeting young people leaving care.

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| --- | --- | --- | --- | --- |
| **Service Option 2** | | | | |
| **New**  **Activity**  **(Yes/No)** | **Location**  **(LGA)** | **Clients** | | **Flexible Activity** |
| **Target Population/TEI Priority Group/s** | **District Priority Group or Current Client Group**  [optional] |
| No | City of Blue Mountains | Aboriginal CYP, Families & Communities;  CYP, Families & Communities | N/a | Information/Advice/ Referral |
| No | City of Blue Mountains | Aboriginal CYP, Families & Communities; CYP, Families & Communities | N/a | Social participation |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Service Option 3** | | | | |
| **New**  **Activity**  **(Yes/No)** | **Location**  **(LGA)** | **Clients** | | **Flexible Activity** |
| **Target Population/TEI Priority Group/s** | **District Priority Group or Current Client Group**  [optional] |
| Yes | City of Blue Mountains | Young people | YP OOHC | Education and Skills Training |

**Scenario 3:**

The TEI service currently delivers supported playgroups in Grafton and Coffs Harbour. The playgroup in Grafton is for Aboriginal families with children 0-3; the playgroup in Coffs Harbour is for families with children 0-3. The service would like to offer new parenting programs to respond to local needs. The parenting programs will be delivered in both locations, and will prioritise families with 0-3 year olds.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Service Option 4** | | | | |
| **New**  **Activity**  **(Yes/No)** | **Location**  **(LGA)** | **Clients** | | **Flexible Activity** |
| **Target Population/TEI Priority Group/s** | **District Priority Group or Current Client Group**  [optional] |
| Yes | Clarence Valley Council, City of Coffs Harbour | Children 0-3\* | N/a | Parenting Programs |
| No | Clarence Valley Council | Aboriginal children 0-3 | N/a | Indigenous supported playgroups |
| No | City of Coffs Harbour | Children 0-3 | N/a | Supported playgroups |

\*Although the activity is delivered to parents, the intended outcomes of the particular programs in this example relate to the children.

**Scenario 4:**

The TEI service receives referrals from other local services, about families in crisis that need one on one support. The TEI service provides specialist parenting services that are delivered one-on-one with families. The intended outcomes include improving parent/child relationships, and improving parent’s skills in responding to child’s needs.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Service Option 5** | | | | |
| **New**  **Activity**  **(Yes/No)** | **Location**  **(LGA)** | **Clients** | | **Flexible Activity** |
| **Target Population/TEI Priority Group/s** | **District Priority Group or Current Client Group**  [optional] |
| No | City of Willoughby | Families | Families in conflict | Family Capacity Building |