



Australian Government

# Program Specific Guidance for State Government of New South Wales programs in the Data Exchange

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# Introduction

## The Program Specific Guidance

The Program Specific Guidance assists service providers on entering data into the Data Exchange in a consistent way that best reflects the program activity being delivered.

### Purpose of this document

This document provides policy guidance on entering data into the Data Exchange for activities funded by the **State Government of New South Wales**.

These guidelines should be read in conjunction with:

- Data Exchange [Protocols](#)
- Your funding agreement
- Your program guidelines
- The task cards and e-Learning modules available on the Data Exchange [website](#)

### Intended Use

The **Program Specific Guidance** is intended to provide practical information for managers and front-line staff to better understand the data expected for their program. It also assists them in integrating Standard Client/Community Outcome Reporting (SCORE) outcomes and partnership data collection into existing service and administrative practices.

Additionally this guide aims to provide consistency on how program data is interpreted within program activities, and support a consistent interpretation of the Data Exchange protocols across commonly funded organisations.

This document will be periodically updated to provide more detailed guidance on questions as they arise and as new programs come on board to the Data Exchange. Users of this document are encouraged to provide feedback where further guidance related to their program activity is needed.

All resources associated with the Data Exchange are available on the Data Exchange [website](#).

The Program Specific Guidance for state-funded programs was formerly published as:

- Protocols – Appendix B
- Program Specific Guidance for State Agencies in the Data Exchange

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# GOVERNMENT OF NEW SOUTH WALES

## Department of Communities and Justice

The Department of Communities and Justice (DCJ) works with children, adults, families and communities to improve lives and help people realise their potential. DCJ aims to create safe, just, inclusive and resilient communities through its services.

The following program activities are funded under the Department of Communities and Justice:

- Beyond Barbed Wire
- Family Connect and Support
- Targeted Earlier Intervention Program
- Youth Frontiers

# Beyond Barbed Wire

## Description

The Beyond Barbed Wire Program (BBW) provides support services for women with children, most of whom are Aboriginal and Torres Strait Islander, returning to their homes following release from custody. The aims of the BBW program is to reduce the flow on impacts to Aboriginal and Torres Strait Islander children, by reducing re-incarceration and recidivism rates of mothers in contact with the criminal justice system. BBW program components and reach pre-release include: parenting education and life skills programs; information about and referrals to other support services; advocacy; mentoring and work placements. Post release components include; information about and supported referrals to other services; case management; short stay accommodation, parenting skills programs; mentoring; volunteer work placements; and employment skills training through social enterprise.

## Who is the primary client?

The primary clients for this program are women (and their children), who are currently incarcerated or being released from prison.

## What are the key client characteristics?

Clients may be receiving government payments, pensions or allowances, and may be persons or families who are unemployed, ill, studying and/or experiencing financial distress; identify as Aboriginal or Torres Strait Islander; living in crisis, emergency or transition accommodation and/or identify as homeless; identify as having a condition, impairment or disability; residing in a low SEIFA area and/or rural or remote area; may be under 18 years; and are currently incarcerated or being released.

## Who might be considered 'support persons'?

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange [website](#). However, organisations should aim to collect individual client details for each participant where possible.

For this program activity, support persons may include families of clients, case/support worker, children of clients, and community leaders/mentors/informal caregivers.

## Should unidentified 'group' clients be recorded?

Beyond Barbed Wire has limited use for unidentified clients. This program provides face-to-face support where clients are known to the service, therefore it is expected that only **10% of your clients or less** should be recorded as unidentified 'group' clients in each reporting period.

## Is there a recommended naming convention for outlets?

There is no recommended naming convention for outlets under this program activity. When creating, naming or re-naming/maintaining your outlets, please consider guidelines stated in the Data Exchange Protocols.

## How could cases be set up?

There is no specific case structure recommended for this program activity. If using the web-based portal, organisations should create cases in a way that works best for them and their staff, and will be useful over multiple reporting periods.

Where an organisation primarily delivers one-on-one services, a case can be created per individual client. To protect client privacy, names should never be used in the Case ID field; the Client ID number can be used instead. This way, all contact had with a specific client is recorded in the same place and is easy to find for future use.

Where an organisation primarily delivers services to couples or families, a case can be created per couple or family unit. To protect client privacy, names should never be used in the Case ID field. Organisations should use other identifying nomenclature, such as 'FamilyA24' or 'Couple 26'. This way, all contact had with a specific couple whether together or separately is recorded in the same place. Likewise, all contact had with a family group, whether some or all, is recorded in the same place and is easy to find for future use.

## The partnership approach

For this program organisations are required to participate in the partnership approach. As part of the partnership approach, organisations will be able to use the Data Exchange standard approach to record client outcomes known as Standard Client/Community Outcomes Reporting (SCORE) reporting. The partnership approach also includes the ability to record an extended data set.

It is expected that, where practical, you collect outcomes data for all clients where possible. However, it is noted that you should do so within reason and in alignment with ethical requirements.

A client SCORE assessment is recorded at least twice – towards the beginning of the client's service delivery and again towards the end of service delivery. Where practical, you can also collect SCORE assessments periodically throughout service delivery.

## What areas of SCORE are most relevant?

Organisations can choose to record outcomes against any domains that are relevant for the client. For this program activity, the following SCORE areas have been identified as most relevant:

Circumstances	Goals	Satisfaction	Community
<ul style="list-style-type: none"> <li>▪ Community participation and networks</li> <li>▪ Education and skills training</li> <li>▪ Employment</li> <li>▪ Family Functioning</li> <li>▪ Housing</li> <li>▪ Material wellbeing and basic necessities</li> <li>▪ Mental health, wellbeing and self-care</li> <li>▪ Personal and family safety</li> </ul>	<ul style="list-style-type: none"> <li>▪ Changed behaviours</li> <li>▪ Changes impact of immediate crisis</li> <li>▪ Changed skills</li> <li>▪ Empowerment, choice and control to make own decisions</li> <li>▪ Engagement with relevant support services</li> </ul>	<ul style="list-style-type: none"> <li>▪ I am better able to deal with issues that I sought help with</li> <li>▪ I am satisfied with the services I have received</li> <li>▪ The service listened to me and understood my issues</li> </ul>	<ul style="list-style-type: none"> <li>▪ Group/community knowledge, skills, attitudes behaviours</li> <li>▪ Organisational knowledge, skills and practices</li> <li>▪ Community infrastructure and networks</li> <li>▪ Social cohesion</li> </ul>

## Collecting extended data

Organisations are to participate in the partnership approach by reporting the following extended data:

Client Level Data	Case Level Data	Session Level Data
<ul style="list-style-type: none"> <li>▪ Main source of income</li> <li>▪ Homeless indicator</li> <li>▪ Household composition</li> <li>▪ Ancestry</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reason for seeking assistance</li> <li>▪ Referral source</li> </ul>	<ul style="list-style-type: none"> <li>▪ Referral type</li> <li>▪ Referral purpose</li> </ul>

You may also record other details if you think it is appropriate for your program and for your clients to do so.

### For this program activity, when should each service type be used?

The service type describes the main focus for the session being delivered. If a session covers multiple service types the most relevant one should be chosen either on the basis of the majority of time spent focusing on the particular service type or the main way an outcome was achieved.

The Data Exchange is designed to capture client-facing services and interactions, therefore information recorded should not include time spent travelling to and from a client's home or other location, or time spent in administration or planning.

Service Type	Example
<b>Accommodation assistance</b>	Provision of short term accommodation for women with children in contact with the criminal justice system.
<b>Advocacy/Support</b>	Advocacy on behalf of the client, or casework support provided by the agency.
<b>Education and skills training</b>	Assisting a client in learning or building knowledge about a topic, developing or enhancing a skill relevant to the client's circumstance. This includes accessing education and training, including re-engaging with the education system or other skills development programs.
<b>Facilitate employment pathways</b>	This service type is used for vocational education, support to obtain a driver's license, training, work placements.
<b>Family capacity building</b>	Family capacity building is used where the session is focused on any support actions that help the family manage their lives effectively.
<b>Information/Advice/Referral</b>	Provision of advice/guidance or information in relation to a specific topic. This service type should also be used for referrals to other services in accordance with casework plan.
<b>Intake/Assessment</b>	<p>This service type is used for the initial contact to discuss and assess the client's needs.</p> <p>It can also be used for ongoing assessments as required, i.e. assessment occurring during a client reviews, case planning, or the administration of the Growth and Empowerment Measure/Outcome Star</p>

Service Type	Example
<b>Mentoring / Peer support</b>	Specialised or individual support, client mentoring, peer support, information and role modelling. This may include sessions with a mentor, buddy or coach.
<b>Parenting programs</b>	Provision of parenting programs in Correctional settings and community based.
<b>Social participation</b>	The social participation service type is used when initiating or facilitating community activities that are in line with BBW 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; to provide education and awareness.



## Family Connect and Support

Family Connect and Support (FCS) is a whole-of-family service for children, young people and their families experiencing or at risk of experiencing vulnerability in NSW. It is for families who could benefit from support to address and prevent the escalation of current issues. Primarily FCS is for those families with identified concerns that fall below the threshold of statutory child protection intervention.

### Who is the primary client?

FCS is available to all families, young people and children who live in NSW and require support to maintain a safe and positive family environment. The FCS model is informed by priority population groups including:

- Aboriginal children, young people and their families.
- Vulnerable young children aged 0-5.
- Children and young people affected by mental illness

FCS service providers will be required to use these identified priority populations to further inform and underpin their service delivery and planning to increase engagement and access by the specified priority groups.

### What are the key client characteristics?

The FCS program can be accessed by all families, young people and children who may be experiencing issues that require support, before these issues become worse, and that do not require involvement from the statutory child protection system.

### Who might be considered 'support persons'?

Recording support persons is voluntary; staff can record support persons if they feel it is relevant. Instructions on how to record them in the web-based portal can be found on the Data Exchange [website](#).

For this program activity, support persons may include significant others, families, parents, or carers of clients (who are present but not directly receiving a service), legal representatives of clients, community leaders, mentors, informal care givers or a case/support worker.

### Should unidentified 'group' clients be recorded?

Family Connect and Support provides face-to-face support (can include digital interaction) where clients are known to the service and would not be unidentified. No unidentified clients should be recorded for this program.

### How should cases be set up?

There is no specific case structure recommended for this program activity. If using the web-based portal, organisations should create cases in a way that works best for them and their staff, and will be useful over multiple reporting periods.

Where an organisation primarily delivers one-on-one services, a case can be created per individual client. To protect client privacy, names should never be used in the Case ID field; the Client ID number can be used instead. This way, all contact had with a specific client is recorded in the same place and is easy to find for future use.

Where an organisation primarily delivers services to couples or families, a case can be created per couple or family unit. To protect client privacy, names should never be used in the Case ID field. Organisations should use other identifying nomenclature, eg 'FamilyA24' or 'Couple 26'. This way, all contact had with a specific couple whether together or separately is recorded in the same place. Likewise, all contact had with a family group, whether some or all, is recorded in the same place and is easy to find for future use.

## The partnership approach

It is expected, for the majority of clients, 2 Standard Client Outcomes Reporting (SCORE) assessments will be recorded each reporting period.

## What areas of SCORE are most relevant?

Organisations can choose to record outcomes against any domains that are relevant for the client. For this program activity, the following SCORE areas have been identified as most relevant:

Circumstances	Goals	Satisfaction
<ul style="list-style-type: none"> <li>▪ Community participation and networks</li> <li>▪ Education and skills training</li> <li>▪ Family functioning</li> <li>▪ Housing</li> <li>▪ Material wellbeing and basic necessities</li> <li>▪ Mental health, wellbeing and self-care</li> <li>▪ Financial resilience</li> <li>▪ Personal and family safety</li> <li>▪ Physical health</li> </ul>	<ul style="list-style-type: none"> <li>▪ Changed knowledge and access to information</li> <li>▪ Empowerment, choice and control to make own decisions</li> <li>▪ Engagement with relevant support services</li> </ul>	<ul style="list-style-type: none"> <li>▪ I am better able to deal with issues that I sought help with</li> <li>▪ I am satisfied with the services I have received</li> <li>▪ The service listened to me and understood my issues</li> </ul>

You may record other outcomes and extended client details, if you think it is appropriate for your program and for your clients to do so.

## For this program activity, when should each service type be used?

Service Type	Example
<b>Active holding</b>	<p>Where an outbound service is at capacity or not yet accessible, FCS service providers will maintain contact and provide support to the client family.</p> <p>The active holding service type will act as a time stamp for when the client enters and exits active holding. A session should be created when the client is first placed under active holding. A second session will be created when the client comes out of active holding.</p> <p>This service type should not be used to record services to the client while they are in active holding. The service type that describes the support provided should be used (e.g. Brokerage, Info/Advice/Referral).</p> <p>No time input is necessary.</p>

Service Type	Example
<b>Brokerage</b>	<p>Support given in the form of brokerage to assist clients with their immediate needs. A session is created when a family is given practical assistance. This could include purchasing services or goods to address the immediate needs of clients. Cost input and time input is necessary.</p> <p>Time spent on a case in support of administering brokerage should also be counted here. This includes research into the most appropriate mechanism to distribute brokerage.</p>
<b>Case plan completed</b>	<p>Session is created to indicate that a case plan has been developed for a client.</p> <p>This service type does not record services provided to the client, but acts as a timestamp to indicate if and when a case plan was developed.</p> <p>No time input is necessary.</p>
<b>Family Capacity Building</b>	<p>Family Capacity building: FCS provider brings together family members (including extended family and kin) and/or other members of a family's informal support network to discuss presenting issues, needs and strengths, and jointly develop a family centred and led plan that supports the family to achieve their goals.</p> <p>Time input is necessary.</p>
<b>Family group conferencing</b>	<p>Family group conferencing will be offered to family where it is identified that family resources exist within the broader family and kinship network that with some assistance, could be strengthened to address and resolve family need. FGC must be professionally accredited.</p> <p>Time input is necessary.</p>
<b>Information/Advice/Referral</b>	<p>Information/Advice: Front line staff providing immediate and thorough assistance to clients and addressing their needs prior to any significant assessment being undertaken.</p> <p>Referral: Supporting client families by connecting them with the service system. Referrals can be internal or external. The time spent on a case in support of achieving this service type should also be counted here.</p> <p>This includes, but is not limited to:</p> <ul style="list-style-type: none"> <li>• researching available services for a client family</li> <li>• advocating to another service provider/organisation for the client family to receive a service</li> <li>• travel time to visit a client family to discuss referral options or other time spent communicating with clients or outbound referral agencies about a referral</li> </ul> <p>Time input is necessary.</p>

Service Type	Example
<p><b>Intake/assessment</b></p>	<p>Initial or comprehensive assessment of a client's strengths and needs. SCOREs to be recorded as per client's responses to survey. Time spent on a case in support of completing the intake/assessment should also be counted here.</p> <p>This includes, but is not limited to:</p> <ul style="list-style-type: none"> <li>• conducting a risk assessment</li> <li>• exchanging information (under chapter 16a)</li> <li>• liaising internally (case consultations) or with other agencies or service providers to assist in the assessment</li> </ul> <p>Time input is necessary.</p>
<p><b>Referral received</b></p>	<p>Session to be created when the FCS provider receives a referral for client. This service type does not record services provided to the client, but acts as a timestamp to indicate when the FCS service received a referral for the client.</p> <p>No time input is necessary.</p>

## Targeted Earlier Intervention Program

The Targeted Earlier Intervention (TEI) Program is aimed at supporting vulnerable children, young people, families and communities in NSW, early in life and early in need, to minimise the escalation of vulnerabilities, and reduce the likelihood of children entering the child protection system.

The TEI Program includes two program streams and five service options:

### Community Strengthening

The Community Strengthening stream encompasses activities aimed at facilitating greater community cohesion, inclusion and wellbeing, and empowerment of Aboriginal communities.

Community Strengthening activities seek to maximise social engagement, as well as provide social supports to ensure greater opportunities for both individuals and families within the community, as well as the community as a whole.

There are three service options within the Community Strengthening stream:

- Community Connections (service option 1)
- Community Centres (service option 2)
- Community Support (service option 3)

### Wellbeing and Safety

The Wellbeing & safety stream encompasses activities aimed at supporting families and individuals, and providing opportunities for personal development. Wellbeing and Safety activities are focused on ensuring that individuals and families are supported, regardless of whether they have known vulnerabilities, or are experiencing crisis, to lead fulfilling and engaged lives, with their families, peers and communities.

There are two service options within the Community Strengthening stream:

- Targeted Support (service option 4)
- Intensive or Specialist Support (service option 5)

## 1. Targeted Earlier Intervention Program – Community Connections

### What does this program activity focus on?

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

### Who is the primary client?

The primary client for TEI - Community Connection activities is vulnerable children, young people, families and communities.

### What are the key client characteristics?

Children, young people, families and communities accessing community connection activities may be potentially vulnerable, have known vulnerabilities or be experiencing crisis. People with known vulnerabilities or experiencing crisis can be supported to access more targeted or intensive/specialist support activities.

### Should support persons be recorded?

People may attend activities who do not meet the definition of a client, such as carers, family members, or young children. While there is no requirement to record support people in the Data Exchange, service providers are encouraged to record support people at the session level, particularly where the support person fits within the TEI Priority Group. Support persons are not counted as clients.

### Should unidentified clients be recorded?

For this program activity it is expected that 75% of your clients or less should be recorded as unidentified clients in each reporting period. Applicable examples of where the use of unidentified clients may be appropriate include large group information sessions or community groups or events. However, providers should aim to collect individual client details for each participant/attendee where possible.

Please refer to the Data Exchange [Protocols](#) for further guidance on appropriate use of unidentified clients.

### How should cases be set up?

Cases act as containers, linking client and session data to location and program activity information. A case captures one or more instances of service (known as sessions) received by a client or group of clients that is expected to lead to a distinct outcome.

Cases set up under this program activity will be activity based, rather than client based.

To protect client privacy, family names or other identifying information should not be recorded in the Case ID field. For ease of case navigation, providers should use other identifying descriptions, such as 'FamilyA24' or 'Family Group 26 (See Section 3.2 of [Protocols](#)).

## The partnership approach

For this program, all organisations are required to participate in the partnership approach by submitting additional client data, in return for access to extra reports.

The partnership approach also includes the ability to record an extended data set. See Protocols (sections 6 and 11) for more information.

## Recording outcomes data using SCORE

Organisations are able to record client outcomes through Standard Client/Community Outcomes Reporting (SCORE). See Section 7 of the Protocols.

A client SCORE assessment is recorded at least twice – towards the beginning of the client’s service delivery and again towards the end of service delivery. For TEI projects running for over 18 months it is expected that, where practical, you also collect SCORE assessments periodically throughout service delivery.

It is expected that, where practical, you collect outcomes data for a majority of participants. However, it is noted that you should do so within reason and in alignment with ethical requirements.

The SCORE areas listed below have been identified as the most relevant for this program, noting that organisations can choose to **record outcomes against any domains that are relevant for the client.**

Circumstances	Goals	Satisfaction	Community
<ul style="list-style-type: none"> <li>▪ Age-appropriate development</li> <li>▪ Community participation and networks</li> <li>▪ Education and skills training</li> <li>▪ Employment</li> <li>▪ Family functioning</li> <li>▪ Financial Resilience</li> <li>▪ Housing</li> <li>▪ Material wellbeing and basic necessities</li> <li>▪ Mental health, wellbeing and self-care</li> <li>▪ Personal and family safety</li> <li>▪ Physical health</li> </ul>	<ul style="list-style-type: none"> <li>▪ Changed behaviours</li> <li>▪ Changed impact of immediate crisis</li> <li>▪ Changed knowledge and access to information</li> <li>▪ Changed skills</li> <li>▪ Empowerment, choice and control to make own decisions</li> <li>▪ Engagement with relevant support services</li> </ul>	<ul style="list-style-type: none"> <li>▪ I am better able to deal with issues that I sought help with</li> <li>▪ I am satisfied with the services I have received</li> <li>▪ The service listened to me and understood my issues</li> </ul>	<ul style="list-style-type: none"> <li>▪ Group/community knowledge, skills, attitudes behaviours</li> <li>▪ Organisational knowledge, skills and practices</li> <li>▪ Community infrastructure and networks</li> <li>▪ Social cohesion</li> </ul>

## Collecting extended data

For this program activity, it is required that you collect the following extended data items:

Client Level Data	Case Level Data	Session Level Data
<ul style="list-style-type: none"> <li>▪ Homeless indicator</li> <li>▪ Household composition</li> </ul>	<ul style="list-style-type: none"> <li>▪ Attendance profile</li> <li>▪ Client needs and presenting context                             <ul style="list-style-type: none"> <li>○ Reasons for seeking assistance</li> <li>○ Referral source</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Referrals to other services                             <ul style="list-style-type: none"> <li>○ Referral type</li> <li>○ Referral purpose</li> </ul> </li> </ul>

You may also record other details if you think it is appropriate for your program and for your clients to do so.

## For the Community Connections activity, when should each service type be used?

Service Type	Example
<b>Community engagement</b>	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.
<b>Community sector planning</b>	Activities undertaken to assist organisations and community networks to plan and support their communities to achieve TEI outcomes. Examples include representation/advocacy, brokering partnerships, networking, information clearinghouse, research and evaluation, policy advice and professional development. Sector staff attending these activities may be recorded as an unidentified group or as individual clients.
<b>Community sector coordination</b>	Activities undertaken to support coordination and collaboration; strengthen organisational capacity of local TEI organisations. Examples include coordinating inter-agency activities (chairing, secretariat, venue, etc.); backbone support to collective impact work; interdisciplinary place based projects; local consultation processes; coaching/mentoring; good governance; and being a conduit between NGOs, government, business and wider community. Sector staff attending these activities may be recorded as an unidentified group or as individual clients.
<b>Education and skills training</b>	Activities that increase the knowledge and skills of community organisations to strengthen social capital, local networks, social inclusion, and sense of belonging to different communities. Sector staff attending these activities may be recorded as either unidentified or individual clients.



Service Type	Example
<b>Information/Advice/Referral</b>	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.
<b>Indigenous community engagement</b>	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.
<b>Indigenous social participation</b>	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.
<b>Social participation</b>	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.

## 2. Targeted Earlier Intervention Program – Community Centres

### What does this program activity focus on?

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

### Who is the primary client?

The primary client for TEI - Community Centre activities is vulnerable children, young people, families and communities.

### What are the key client characteristics?

Children, young people and families accessing community centre activities may be potentially vulnerable, have known vulnerabilities or be experiencing crisis. People with known vulnerabilities or experiencing crisis can be supported to access more targeted or intensive / specialist support activities.

### Should support persons be recorded?

People may attend activities who do not meet the definition of a client, such as carers, family members, or young children. While there is no requirement to record support people in the Data Exchange, service providers are encouraged to record support people at the session level, particularly where the support person fits within the TEI Priority Group. Support persons are not counted as clients.

### Should unidentified clients be recorded?

For this program activity it is expected that 50% of your clients or less should be recorded as unidentified clients in each reporting period. Applicable examples of where the use of unidentified clients may be appropriate include large group information sessions or community groups or events. However, providers should aim to collect individual client details for each participant/attendee where possible.

Please refer to the Data Exchange [Protocols](#) for further guidance on appropriate use of unidentified clients.

### How should cases be set up?

Cases act as containers, linking client and session data to location and program activity information. A case captures one or more instances of service (known as sessions) received by a client or group of clients that is expected to lead to a distinct outcome.

Cases set up under this program activity will be activity based, rather than client based.

To protect client privacy, family names or other identifying information should not be recorded in the Case ID field. For easier navigation of cases, providers should use other identifying descriptions, such as 'FamilyA24' or 'Family Group 26' (See Section 3.2 of [Protocols](#)).

### The partnership approach

For this program, all organisations are required to participate in the partnership approach by submitting additional client data, in return for access to extra reports.

The partnership approach also includes the ability to record an extended data set. See Protocols (sections 6 and 11) for more information.

## Recording outcomes data using SCORE

Organisations are able to record client outcomes through Standard Client/Community Outcomes Reporting (SCORE). See Section 7 of the Protocols.

A client SCORE assessment is recorded at least twice – towards the beginning of the client’s service delivery and again towards the end of service delivery. For TEI projects running for over 18 months it is expected that, where practical, you also collect SCORE assessments periodically throughout service delivery.

It is expected that, where practical, you collect outcomes data for a majority of participants. However, it is noted that you should do so within reason and in alignment with ethical requirements.

The SCORE areas listed below have been identified as the most relevant for this program, noting that organisations can choose to **record outcomes against any domains that are relevant for the client.**

Circumstances	Goals	Satisfaction	Community
<ul style="list-style-type: none"> <li>▪ Age-appropriate development</li> <li>▪ Community participation and networks</li> <li>▪ Education and skills training</li> <li>▪ Employment</li> <li>▪ Family functioning</li> <li>▪ Financial Resilience</li> <li>▪ Housing</li> <li>▪ Material wellbeing and basic necessities</li> <li>▪ Mental health, wellbeing and self-care</li> <li>▪ Personal and family safety</li> <li>▪ Physical health</li> </ul>	<ul style="list-style-type: none"> <li>▪ Changed behaviours</li> <li>▪ Changed impact of immediate crisis</li> <li>▪ Changed knowledge and access to information</li> <li>▪ Changed skills</li> <li>▪ Empowerment, choice and control to make own decisions</li> <li>▪ Engagement with relevant support services</li> </ul>	<ul style="list-style-type: none"> <li>▪ I am better able to deal with issues that I sought help with</li> <li>▪ I am satisfied with the services I have received</li> <li>▪ The service listened to me and understood my issues</li> </ul>	<ul style="list-style-type: none"> <li>▪ Group/community knowledge, skills, attitudes behaviours</li> <li>▪ Organisational knowledge, skills and practices</li> <li>▪ Community infrastructure and networks</li> <li>▪ Social cohesion</li> </ul>

## Collecting extended data

For this program activity, it is required that you collect the following extended data items:

Client Level Data	Case Level Data	Session Level Data
<ul style="list-style-type: none"> <li>▪ Homeless indicator</li> <li>▪ Household composition</li> </ul>	<ul style="list-style-type: none"> <li>▪ Attendance profile</li> <li>▪ Client needs and presenting context <ul style="list-style-type: none"> <li>○ Reasons for seeking assistance</li> <li>○ Referral source</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Referrals to other services <ul style="list-style-type: none"> <li>○ Referral type</li> <li>○ Referral purpose</li> </ul> </li> </ul>

You may also record other details if you think it is appropriate for your program and for your clients to do so.

### For the Community Centres activity, when should each service type be used?

Service Type	Example
<b>Community engagement</b>	<p>Planning activities undertaken with community members to develop plans that would achieve the TEI outcomes. Examples could include: a child protection, housing, education, health or employment plan or a plan that addresses a number of these.</p> <p>Note: your service has to facilitate the sessions and write the plan to count this as an activity, not just participate in consultations run by other services. Plans should include the change that the community is trying to achieve and how this will be measured, including both short and medium/long term measurement. Each meeting held to discuss a plan would be counted as a session.</p>
<b>Education and skills training</b>	<p>Community centre activities that build the knowledge and skills of community members to better meet, interact and/or volunteer. These may include individualised, group based, or other client-centred approaches. Online activities can be recorded where specific workshops or modules are delivered to a group of individual clients.</p>
<b>Information/Advice /Referral</b>	<p>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.</p>
<b>Social participation</b>	<p>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.</p>

### 3. Targeted Earlier Intervention Program – Community Support

#### What does this program activity focus on?

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

#### Who is the primary client?

The primary client for Community Support activities is vulnerable children, young people, families and communities.

#### What are the key client characteristics?

Children, young people and families accessing community support activities may be potentially vulnerable, have known vulnerabilities or be experiencing crisis. People with known vulnerabilities or experiencing crisis can be supported to access more targeted or intensive / specialist support activities.

#### Should support persons be recorded?

People may attend activities who do not meet the definition of a client, such as carers, family members, or young children. While there is no requirement to record support people in the Data Exchange, service providers are encouraged to record support people at the session level, particularly where the support person fits within the TEI Priority Group. Support persons are not counted as clients.

#### Should unidentified clients be recorded?

For this program activity it is expected that 50% of your clients or less should be recorded as unidentified clients in each reporting period. Applicable examples of where the use of unidentified clients may be appropriate include large group information sessions or community groups or events. However, providers should aim to collect individual client details for each participant/attendee where possible.

Please refer to the Data Exchange [Protocols](#) for further guidance on appropriate use of unidentified clients.

#### How should cases be set up?

Cases act as containers, linking client and session data to location and program activity information. A case captures one or more instances of service (known as sessions) received by a client or group of clients that is expected to lead to a distinct outcome.

Cases set up under this program activity will be activity based, rather than client based.

To protect client privacy, family names or other identifying information should never be recorded in the Case ID field. To easily navigate cases, providers should use other identifying descriptions, such as 'FamilyA24' or 'Family Group 26 (See Section 3.2 of [Protocols](#))

#### The partnership approach

For this program, all organisations are required to participate in the partnership approach by submitting additional client data, in return for access to extra reports.

The partnership approach also includes the ability to record an extended data set. See Protocols (sections 6 and 11) for more information.

#### Recording outcomes data using SCORE

Organisations are able to record client outcomes through Standard Client/Community Outcomes Reporting (SCORE). See Section 7 of the Protocols.

A client SCORE assessment is recorded at least twice – towards the beginning of the client’s service delivery and again towards the end of service delivery. For TEI projects running for over 18 months it is expected that, where practical, you also collect SCORE assessments periodically throughout service delivery.

It is expected that, where practical, you collect outcomes data for a majority of participants. However, it is noted that you should do so within reason and in alignment with ethical requirements.

The SCORE areas listed below have been identified as the most relevant for this program, noting that organisations can choose to **record outcomes against any domains that are relevant for the client.**

Circumstances	Goals	Satisfaction	Community
<ul style="list-style-type: none"> <li>▪ Age-appropriate development</li> <li>▪ Community participation and networks</li> <li>▪ Education and skills training</li> <li>▪ Employment</li> <li>▪ Family functioning</li> <li>▪ Financial Resilience</li> <li>▪ Housing</li> <li>▪ Material wellbeing and basic necessities</li> <li>▪ Mental health, wellbeing and self-care</li> <li>▪ Personal and family safety</li> <li>▪ Physical health</li> </ul>	<ul style="list-style-type: none"> <li>▪ Changed behaviours</li> <li>▪ Changed impact of immediate crisis</li> <li>▪ Changed knowledge and access to information</li> <li>▪ Changed skills</li> <li>▪ Empowerment, choice and control to make own decisions</li> <li>▪ Engagement with relevant support services</li> </ul>	<ul style="list-style-type: none"> <li>▪ I am better able to deal with issues that I sought help with</li> <li>▪ I am satisfied with the services I have received</li> <li>▪ The service listened to me and understood my issues</li> </ul>	<ul style="list-style-type: none"> <li>▪ Group/community knowledge, skills, attitudes behaviours</li> <li>▪ Organisational knowledge, skills and practices</li> <li>▪ Community infrastructure and networks</li> <li>▪ Social cohesion</li> </ul>

### Collecting extended data

For this program activity, it is required that you collect the following extended data items:

Client Level Data	Case Level Data	Session Level Data
<ul style="list-style-type: none"> <li>▪ Homeless indicator</li> <li>▪ Household composition</li> </ul>	<ul style="list-style-type: none"> <li>▪ Attendance profile</li> <li>▪ Client needs and presenting context               <ul style="list-style-type: none"> <li>○ Reasons for seeking assistance</li> <li>○ Referral source</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Referrals to other services               <ul style="list-style-type: none"> <li>○ Referral type</li> <li>○ Referral purpose</li> </ul> </li> </ul>

You may also record other details if you think it is appropriate for your program and for your clients to do so.

## For the Community Support activity, when should each service type be used?

Service Type	Example
<b>Advocacy and support</b>	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.
<b>Business planning</b>	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.
<b>Education and skills training</b>	Community support that increases community member's knowledge, skills, experience, confidence; wellbeing; social inclusion, participation, or individual capacity. Examples could include: literacy, numeracy, life skills, financial management/budgeting, whether delivered to individuals or in a group. Online activities can be recorded where specific workshops or modules are delivered to a group of individual clients.
<b>Facilitate employment pathways</b>	Programs that build the skills of community members, including young people, to provide facilitate pathways to employment. Examples could include: résumé writing workshops, employment skills development and volunteering, whether delivered to individuals or in a group.
<b>Indigenous advocacy/support</b>	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.
<b>Indigenous healing workshops</b>	This is any activity which facilitates healing for Aboriginal communities, families or individuals. Examples could include: grief and loss workshops.
<b>Information / Advice / Referral</b>	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
<b>Social participation</b>	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.



## 4. Targeted Earlier Intervention Program – Targeted Support

### What does this program activity focus on?

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

### Who is the primary client?

The primary client for Targeted Support activities is vulnerable children, young people, and families.

### What are the key client characteristics?

Children, young people and families accessing targeted support activities will have known vulnerabilities or be experiencing crisis. People accessing targeted support may also be supported to access community strengthening activities.

### Should support persons be recorded?

People may attend activities who do not meet the definition of a client, such as carers, family members, or young children. While there is no requirement to record support people in the Data Exchange, service providers are encouraged to record support people at the session level, particularly where the support person fits within the TEI Priority Group. Support persons are not counted as clients.

### Should unidentified clients be recorded?

These projects generally provide face-to-face support where clients are known to the service, therefore it is expected that none of your clients should be recorded as unidentified 'group' clients in each reporting period.

Please refer to the Data Exchange [Protocols](#) for further guidance on appropriate use of unidentified clients.

### How should cases be set up?

Cases act as containers, linking client and session data to location and program activity information. A case captures one or more instances of service (known as sessions) received by a client or group of clients that is expected to lead to a distinct outcome.

Cases set up under this program activity will be client based, rather than activity based.

To protect client privacy, family names or other identifying information should never be recorded in the Case ID field. To easily navigate cases, providers should use other identifying descriptions, such as 'FamilyA24' or 'Family Group 26 (See Section 3.2 of [Protocols](#))

### The partnership approach

For this program, all organisations are required to participate in the partnership approach by submitting additional client data, in return for access to extra reports.

The partnership approach also includes the ability to record an extended data set. See Protocols (sections 6 and 11) for more information.

### Recording outcomes data using SCORE

Organisations are able to record client outcomes through Standard Client/Community Outcomes Reporting (SCORE). See Section 7 of the Protocols.



A client SCORE assessment is recorded at least twice – towards the beginning of the client’s service delivery and again towards the end of service delivery. For TEI projects running for over 18 months it is expected that, where practical, you also collect SCORE assessments periodically throughout service delivery.

It is expected that, where practical, you collect outcomes data for a majority of participants. However, it is noted that you should do so within reason and in alignment with ethical requirements.

The SCORE areas listed below have been identified as the most relevant for this program, noting that organisations can choose to **record outcomes against any domains that are relevant for the client.**

Circumstances	Goals	Satisfaction	Community
<ul style="list-style-type: none"> <li>▪ Age-appropriate development</li> <li>▪ Community participation and networks</li> <li>▪ Education and skills training</li> <li>▪ Employment</li> <li>▪ Family functioning</li> <li>▪ Financial Resilience</li> <li>▪ Housing</li> <li>▪ Material wellbeing and basic necessities</li> <li>▪ Mental health, wellbeing and self-care</li> <li>▪ Personal and family safety</li> <li>▪ Physical health</li> </ul>	<ul style="list-style-type: none"> <li>▪ Changed behaviours</li> <li>▪ Changed impact of immediate crisis</li> <li>▪ Changed knowledge and access to information</li> <li>▪ Changed skills</li> <li>▪ Empowerment, choice and control to make own decisions</li> <li>▪ Engagement with relevant support services</li> </ul>	<ul style="list-style-type: none"> <li>▪ I am better able to deal with issues that I sought help with</li> <li>▪ I am satisfied with the services I have received</li> <li>▪ The service listened to me and understood my issues</li> </ul>	<ul style="list-style-type: none"> <li>▪ Group/community knowledge, skills, attitudes behaviours</li> <li>▪ Organisational knowledge, skills and practices</li> <li>▪ Community infrastructure and networks</li> <li>▪ Social cohesion</li> </ul>

### Collecting extended data

For this program activity, it is required that you collect the following extended data items:

Client Level Data	Case Level Data	Session Level Data
<ul style="list-style-type: none"> <li>▪ Homeless indicator</li> <li>▪ Household composition</li> </ul>	<ul style="list-style-type: none"> <li>▪ Attendance profile</li> <li>▪ Client needs and presenting context               <ul style="list-style-type: none"> <li>○ Reasons for seeking assistance</li> <li>○ Referral source</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Referrals to other services               <ul style="list-style-type: none"> <li>○ Referral type</li> <li>○ Referral purpose</li> </ul> </li> </ul>

You may also record other details if you think it is appropriate for your program and for your clients to do so.

## For the Targeted Support activity, when should each service type be used?

Service Type	Example
<b>Counselling</b>	Counselling provided by a qualified practitioner such as a Psychologist or Psychotherapist to one or more clients or family members. Techniques, orientations and practices used should be broadly accepted, validated and based on client need.
<b>Education and skills training</b>	Targeted support that builds the knowledge and skills of people with known vulnerabilities, e.g. domestic and family violence, mental health needs, drug and/or alcohol needs, and social/economic disadvantage. These may include individualised, group based, or other client-centred approaches. Online activities can be recorded where specific workshops or modules are delivered to a group of individual clients.
<b>Family Capacity Building</b>	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.
<b>Indigenous supported playgroups</b>	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.
<b>Indigenous social participation</b>	This only includes camps for Aboriginal children, young people and families to experience Aboriginal culture, language or traditions.
<b>Information / Advice / Referral</b>	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.

Service Type	Example
<b>Intake / Assessment</b>	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.
<b>Material Aid</b>	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.
<b>Mentoring / Peer Support</b>	This includes facilitating self-help/peer support groups for parents experiencing particular issues. An example could include, post-natal depression groups.
<b>Parenting programs</b>	Programs that provide support specifically targeted at parent/child relationships and/or practical skill building for parents. Parenting programs are usually structured and delivered in a group or one to one setting. Program selection should be driven by local need, client compatibility and cultural safety.
<b>Supported playgroups</b>	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.

## 5. Targeted Earlier Intervention Program – Intensive or specialist support

### What does this program activity focus on?

Intensive or specialist support activities focus on:

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

### Who is the primary client?

The primary client for Intensive or Specialist Support activities is vulnerable children, young people, and families.

### What are the key client characteristics?

Children, young people and families accessing intensive or specialist support activities will have known vulnerabilities or be experiencing crisis. People accessing intensive or specialist support may also be supported to access community strengthening activities.

### Should support persons be recorded?

People may attend activities who do not meet the definition of a client, such as carers, family members, or young children. While there is no requirement to record support people in the Data Exchange, service providers are encouraged to record support people at the session level, particularly where the support person fits within the TEI Priority Group. Support persons are not counted as clients.

### Should unidentified clients be recorded?

These projects generally provide face-to-face support where clients are known to the service, therefore it is expected that only none of your clients should be recorded as unidentified clients in each reporting period.

Please refer to the Data Exchange [Protocols](#) for further guidance on appropriate use of unidentified clients.

### How should cases be set up?

Cases act as containers, linking client and session data to location and program activity information. A case captures one or more instances of service (known as sessions) received by a client or group of clients that is expected to lead to a distinct outcome.

Cases set up under this program activity will be client based, rather than activity based.

To protect client privacy, family names or other identifying information should never be recorded in the Case ID field. To easily navigate cases, providers should use other identifying descriptions, such as 'FamilyA24' or 'Family Group 26 (See Section 3.2 of [Protocols](#))

### The partnership approach

For this program, all organisations are required to participate in the partnership approach by submitting additional client data, in return for access to extra reports.

The partnership approach also includes the ability to record an extended data set. See Protocols (sections 6 and 11) for more information.

### Recording outcomes data using SCORE

Organisations are able to record client outcomes through Standard Client/Community Outcomes Reporting (SCORE). See Section 7 of the Protocols.

A client SCORE assessment is recorded at least twice – towards the beginning of the client’s service delivery and again towards the end of service delivery. For TEI projects running for over 18 months it is expected that, where practical, you also collect SCORE assessments periodically throughout service delivery.

It is expected that, where practical, you collect outcomes data for a majority of participants. However, it is noted that you should do so within reason and in alignment with ethical requirements.

The SCORE areas listed below have been identified as the most relevant for this program, noting that organisations can choose to **record outcomes against any domains that are relevant for the client.**

Circumstances	Goals	Satisfaction	Community
<ul style="list-style-type: none"> <li>▪ Age-appropriate development</li> <li>▪ Community participation and networks</li> <li>▪ Education and skills training</li> <li>▪ Employment</li> <li>▪ Family functioning</li> <li>▪ Financial Resilience</li> <li>▪ Housing</li> <li>▪ Material wellbeing and basic necessities</li> <li>▪ Mental health, wellbeing and self-care</li> <li>▪ Personal and family safety</li> <li>▪ Physical health</li> </ul>	<ul style="list-style-type: none"> <li>▪ Changed behaviours</li> <li>▪ Changed impact of immediate crisis</li> <li>▪ Changed knowledge and access to information</li> <li>▪ Changed skills</li> <li>▪ Empowerment, choice and control to make own decisions</li> <li>▪ Engagement with relevant support services</li> </ul>	<ul style="list-style-type: none"> <li>▪ I am better able to deal with issues that I sought help with</li> <li>▪ I am satisfied with the services I have received</li> <li>▪ The service listened to me and understood my issues</li> </ul>	<ul style="list-style-type: none"> <li>▪ Group/community knowledge, skills, attitudes behaviours</li> <li>▪ Organisational knowledge, skills and practices</li> <li>▪ Community infrastructure and networks</li> <li>▪ Social cohesion</li> </ul>

### Collecting extended data

For this program activity, it is required that you collect the following extended data items:

Client Level Data	Case Level Data	Session Level Data
<ul style="list-style-type: none"> <li>▪ Homeless indicator</li> <li>▪ Household composition</li> </ul>	<ul style="list-style-type: none"> <li>▪ Attendance profile</li> <li>▪ Client needs and presenting context               <ul style="list-style-type: none"> <li>○ Reasons for seeking assistance</li> <li>○ Referral source</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Referrals to other services               <ul style="list-style-type: none"> <li>○ Referral type</li> <li>○ Referral purpose</li> </ul> </li> </ul>

You may also record other details if you think it is appropriate for your program and for your clients to do so.

## For the Intensive or Specialist Support activity, when should each service type be used?

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

# Youth Frontiers

## Description

The Youth Frontiers program aims to engage with young people so they avoid contact with the justice system. With a focus on early intervention, the program delivers quality mentoring to young people in contact with the youth justice and child protection systems, to increase young people's wellbeing and connection to community.

## Who is the primary client?

Primary clients for this program activity are young people aged between 10 and 17 years living in New South Wales.

## What are the key target group client characteristics for this program?

There are six priority cohorts for this program activity:

- Persons from a cultural and linguistically diverse background
- Persons identifying as Aboriginal or Torres Strait Islander
- Persons identifying as having a condition, impairment or disability
- Persons residing in a low SEIFA area
- Persons residing in a rural or remote area
- Persons aged between 10-17 years

## Who might be considered 'support persons'?

Mentors will be recorded as 'support persons' when they are involved in any sessions with a mentee. Instructions on how to record them in the web-based portal can be found on the Data Exchange [website](#)

## Recording of a mentor

In order for mentors to be recorded as 'support persons' and to record 'Education and Training' provided to mentors, they will need to be set up as a client in the Data Exchange. Instructions on how to create clients can be found on the Data Exchange [website](#).

## Should unidentified 'group' clients be recorded?

The Youth Frontiers program provides face-to-face support where clients are known to the service, therefore it is expected that **no clients** would be recorded as unidentified clients.

Please refer to the [Data Exchange Protocols](#) for further guidance on appropriate use of unidentified clients.

## How should cases be set up?

Cases should be set up for each client to capture one-on-one, group and team mentoring activities. For group mentoring, where there is two or more mentees, a case should be set up per group.

To protect client privacy, family names should never be recorded in the Case ID field. To easily navigate cases, organisations should use other identifying descriptions, such as Client ID numbers. e.g.: 1286.

## The partnership approach

All Youth Frontiers organisations are required to participate in the partnership approach. As part of the partnership approach, organisations record client outcomes known as Standard Client/Community Outcomes Reporting (SCORE) reporting. The partnership approach also includes the ability to record an extended demographics dataset, including additional referrals data.

It is expected that, where practical, you collect outcomes data for **95-100 per cent of all recorded participants**.

However, it is noted that you should do so within reason and in alignment with ethical requirements.

A client SCORE assessment is recorded at least twice – towards the beginning of the client’s service delivery and again towards the end of service delivery. Where practical, you could also collect SCORE assessments periodically throughout service delivery.

## What areas of SCORE are most relevant?

Organisations are expected to record SCORE assessments in the following domains.

Circumstances	Goals	Satisfaction
<ul style="list-style-type: none"> <li>▪ Age-appropriate development</li> <li>▪ Community participation and networks</li> <li>▪ Employment</li> <li>▪ Education and skills training</li> <li>▪ Mental health, wellbeing and self-care</li> </ul>	<ul style="list-style-type: none"> <li>▪ Changed knowledge and access to information</li> <li>▪ Changed skills</li> <li>▪ Changed behaviours</li> <li>▪ Empowerment, choice and control to make own decisions</li> <li>▪ Engagement with relevant support services</li> </ul>	<ul style="list-style-type: none"> <li>▪ I am better able to deal with issues that I sought help with</li> <li>▪ I am satisfied with the services I have received</li> <li>▪ The service listened to me and understood my issues</li> </ul>

If you choose to record a SCORE assessment for a client, you must also record ‘Assessed by’ at the SCORE level to capture who completed the SCORE assessment.

## Collecting extended data

For this program activity, it is expected that you collect the following extended data items:

Client Level Data	Case Level Data	Session Level Data
<ul style="list-style-type: none"> <li>▪ Homelessness indicator</li> </ul>	<ul style="list-style-type: none"> <li>▪ Referral in (source and reason for seeking assistance)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Service setting</li> <li>▪ Referral type</li> <li>▪ Referral purpose</li> <li>▪ Exit reason</li> </ul>

Service setting is required for **every** session to identify how/where the sessions were delivered. Please refer to the Data Exchange Protocols for a definition of each service setting type.

You may also record other details if you think it is appropriate for your program and for your clients to do so.



## For this program activity, when should each service type be used?

The seven service types below are to be used when recording sessions for **mentees**.

Service Type	Example
<b>Service review</b>	To be used when a referred young person is deemed eligible for the Youth Frontiers program.
<b>Information / advice / referral</b>	Providing advice/guidance or information in relation to a specific topic or when providing one-off or ad-hoc referrals to other services (e.g. referrals for family support or mental health)
<b>Intake and assessment</b>	To be used each time a mentee is matched with a mentor.
<b>Mentoring / Peer support</b>	<p>Support individual mentees through one-on-one discussion and activities.</p> <p><b>Delivery method:</b> can include face-to-face and/or E-mentoring.</p> <p><b>Relationship type:</b> one-to-one (one mentor matched with one mentee, can include peer mentoring).</p> <p><b>Amount of assistance provided:</b> record the hours/minutes of assistance provided during this session.</p>
<b>Group mentoring</b>	<p>Support individual mentees through group discussion and activities.</p> <p><b>Delivery method:</b> can include face-to-face and/or E-mentoring.</p> <p><b>Relationship type:</b> group (one mentor matched with up to four mentees).</p> <p><b>Amount of assistance provided:</b> record the hours/minutes of assistance provided during this session.</p>
<b>Team mentoring</b>	<p>Support individual mentees through team discussions and activities.</p> <p><b>Delivery method:</b> can include face-to-face and/or E-mentoring.</p> <p><b>Relationship type:</b> team (two or more mentors matched with one mentee, this may include professional mentors)</p> <p><b>Amount of assistance provided:</b> record the hours/minutes of assistance provided during this session.</p>
<b>Community engagement</b>	<p>Undertake community activities, for example, completing a community project, getting involved in volunteering, holding an event, that mentees have identified, including goals, interests and needs with a view to developing a sense of belonging within their communities.</p> <p><b>Delivery Method:</b> face-to-face.</p> <p><b>Amount of assistance provided:</b> record the hours/minutes of assistance provided during this session.</p>
<b>Exit interview</b>	To be used when a mentee is completing their final session and exiting the program. This would be the point in time where one or more of the following would take place: an exit interview, a final SCORE outcomes assessment and/or final client survey.

The following service type is to be used when recording sessions for **mentors**.

Service Type	Example
<b>Education and Skills Training</b>	Providing Mentors with training to be part of the program. This may include: screening a mentor to ensure they meet the requirements of the program, mentor orientation, and any additional training to ensure they have the requisite skills and knowledge for the role.

# Version History

## ***Version dated 1 August 2023***

The 'Program Specific Guidance for State Agencies in the Data Exchange' was renamed **Program Specific Guidance for New South Wales programs in the Data Exchange**. The scope of this document changed to only capturing New South Wales funded programs.

Program activities modified:

- Youth Frontiers
  - Added 'Amount of Assistance required: hours/minutes' field to specific service types.

## ***Version dated 18 August 2022***

Program modified:

- Family Connect and Support: Added new service types removal of Community SCORE expectation.

## ***Version dated 04 March 2022***

Format changes have taken place.

Program added:

- Youth Frontiers

## ***Version dated 04 January 2021***

Program removed/expired:

- Stayin Kinnected

Program added:

- Family Connect and Support

## ***Version dated 25 May 2020***

- Formatting changes

## ***Version dated 20 December 2019***

Program modified:

- Targeted Earlier Intervention Programs (TEI): Changes to service type descriptions and formatting.

## ***Version dated 31 July 2019***

**Note - Department of Families and Communities changed names to Department of Communities and Justice on 1 July 2019.**

Program added:

- Beyond Barbed Wire (BBW)

Program modified:

- Targeted Earlier Intervention Program (TEI): Added the 'Education and skills training' service type to three more sub-programs. Minor changes to descriptive wording around partnership approach reporting.

## ***Version dated 31 January 2019***

**Note - All changes have an effective date of 1 January 2019**

Program modified:

- Targeted Earlier Intervention Program (TEI): Added a new service type (Information / Advice / Referral) to all five sub-programs.

### ***Version dated 03 December 2018***

This is the first version of the **Program specific guidance for State Agencies in the Data Exchange**.

Following the signing of a Memorandum of Understanding with the NSW State Government in 2018, the following NSW Department of Family and Community Services funded programs are now reporting via the Data Exchange:

- Social Housing:
  - Public Housing
  - Private Rental Assistance
- Stayin Kinnected
- Targeted Earlier Intervention Program (TEI):
  - Community Strengthening stream:
    - Community Connections (service option 1)
    - Community Centres (service option 2)
    - Community Support (service option 3)
  - Wellbeing and Safety stream:
    - Targeted Support (service option 4)
    - Intensive or Specialist Support (service option 5)

### ***Version dated December 2016 –December 2018***

For information on Commonwealth government funded programs during this period, please go to the 'Program specific guidance for Commonwealth Agencies in the Data Exchange' document.

Two state government pilot programs were run during this period:

- Tasmanian Department of Health and Human Services (DHHS)
- NSW Department of Family and Community Services (FaCS).

### ***Version dated December 2016***

First publication and release of a program specific guidance document (Appendix B) for **all programs in scope for the Data Exchange**.